

BnbH
109

Sept. 8 '09

STATE NORMAL SCHOOL

1908

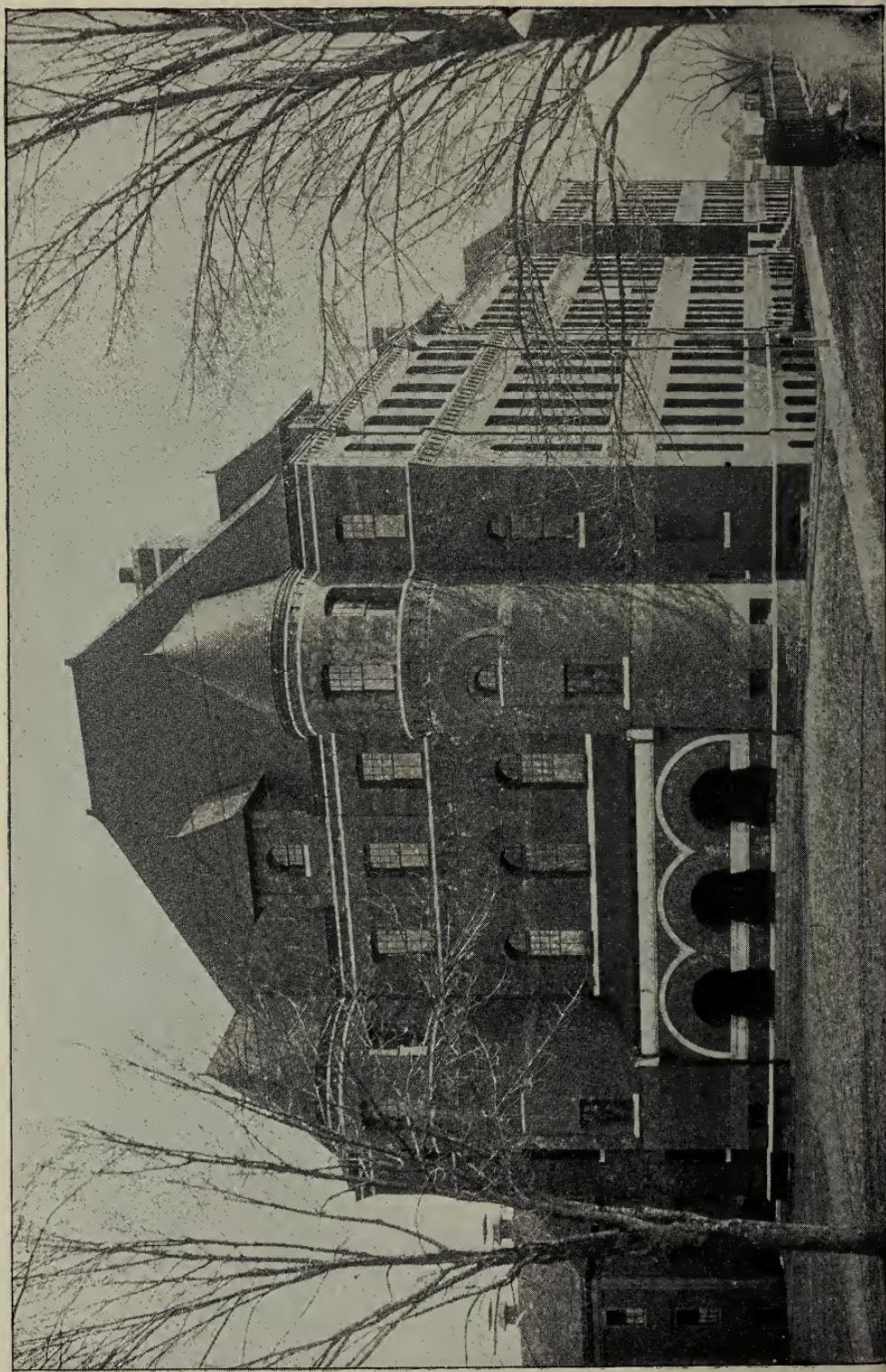


1909

BRIDGEWATER, MASS.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE.



BRIDGEWATER STATE NORMAL SCHOOL

UNIVERSITY OF ILLINOIS
MASSACHUSETTS

PRESIDENT'S OFFICE



1908-1909 : : : : Terms 152 and 153



BOSTON

WRIGHT AND POTTER PRINTING COMPANY
STATE PRINTERS, 18 POST OFFICE SQUARE

1909

APPROVED BY
THE STATE BOARD OF PUBLICATION.

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1908/09 - 1916/17

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ESTABLISHED IN 1837.

HIS EXCELLENCY EBEN S. DRAPER.
HIS HONOR LOUIS A. FROTHINGHAM.

| | | | Term expires. |
|-----------------------------|---|-------------|---------------|
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| FREDERICK P. FISH | . | Brookline | May 25, 1910 |
| JOEL D. MILLER, A.M. | . | Leominster | May 25, 1911 |
| KATE GANNETT WELLS | . | Boston | May 25, 1912 |
| CLINTON Q. RICHMOND, A.B. | . | North Adams | May 25, 1913 |
| GEORGE I. ALDRICH, A.M. | . | Brookline | May 25, 1914 |
| Mrs. ELLA LYMAN CABOT | . | Boston | May 25, 1915 |
| ALBERT E. WINSHIP, Lit.D. | . | Somerville | May 25, 1916 |

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GEORGE H. MARTIN, A.M. West Lynn.

CLERK AND TREASURER.

CALEB B. TILLINGHAST, A.M. Boston.

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| JAMES W. MACDONALD, A.M. | . | . | . | . | . | Stoneham. |
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Assistant in Physical Training.
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English.
FLORENCE I. DAVIS.
Botany, Zoölogy, School Gardening.
ANNA W. BROWN.
Vocal Expression.
CHARLES H. BIXBY.
Accountant and Clerical Assistant.

MODEL SCHOOL.

| | |
|-------------------------------------|-----------------------------------|
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| ETHEL P. WHEELER, Grade IX. | BERTHA O. METCALF, Grades V., VI. |
| MARTHA M. BURNELL, Grade VIII. | MARY L. PERHAM, Grade IV. |
| MYRA E. HUNT, Grade VII. | SARAH W. TURNER, Grade III. |
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| JENNIE BENNETT, Grade V. | FLORA M. STUART, Grade I. |

KINDERGARTEN TRAINING DEPARTMENT.

| | |
|---------------------------|------------------------------|
| ANNE M. WELLS, PRINCIPAL. | FRANCIS P. KEYES, ASSISTANT. |
|---------------------------|------------------------------|

[Figures in light face indicate no session.]

... 1909 ...

| JANUARY. | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
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| JULY. | | | | | | |
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| 31 | .. | .. | .. | .. | .. | .. |

| FEBRUARY. | | | | | | |
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| 28 | .. | .. | .. | .. | .. | .. |
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| MARCH. | | | | | | |
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SEPTEMBER.

| SEPTEMBER. | | | | | | |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | .. | .. |
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OCTOBER.

| OCTOBER. | | | | | | |
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APRIL.

| APRIL. | | | | | | |
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| 31 | .. | .. | .. | .. | .. | .. |

NOVEMBER.

| NOVEMBER. | | | | | | |
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| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | .. | .. | .. | .. | .. |

JUNE.

| JUNE. | | | | | | |
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... 1910 ...

| JANUARY. | | | | | | |
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| 31 | .. | .. | .. | .. | .. | .. |

| FEBRUARY. | | | | | | |
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| AUGUST. | | | | | | |
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| MARCH. | | | | | | |
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| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
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| SEPTEMBER. | | | | | | |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | .. |
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| APRIL. | | | | | | |
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
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| 31 | .. | .. | .. | .. | .. | .. |

OCTOBER.

| OCTOBER. | | | | | | |
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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | .. | .. | .. |
| .. | .. | .. | .. | .. | .. | .. |

| MAY. | | | | | | |
|------|----|----|----|----|----|----|
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| .. | .. | .. | .. | .. | .. | .. |

NOVEMBER.

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CALENDAR FOR 1909-1910.

1909.

| | | |
|--|------------------------------------|----------------------------------|
| First term ends . . . | Friday night . . . | January 29. |
| Second term begins . . . | Monday morning . . . | February 1. |
| Spring recess begins . . . | Friday night . . . | March 19. |
| Spring recess ends . . . | Monday night . . . | March 29. |
| Public graduation . . . | Tuesday . . . | June 22, 10 A.M. |
| First entrance examination . . . | Thursday and Friday . . . | June 24 and 25, 9 A.M. |
| Second entrance examination . . . | Tuesday and Wednesday . . . | September 7 and 8, 9 A.M. |
| School year begins . . . | Thursday . . . | September 9. |
| Thanksgiving recess begins . . . | Tuesday night . . . | November 23. |
| Thanksgiving recess ends . . . | Monday night . . . | November 29. |
| Christmas recess begins . . . | Thursday night . . . | December 23. |
| Christmas recess ends . . . | Monday night . . . | January 3. |

1910.

| | | |
|--|------------------------------------|----------------------------------|
| First term ends . . . | Friday night . . . | January 28. |
| Second term begins . . . | Monday morning . . . | January 31. |
| Spring recess begins . . . | Friday night . . . | March 18. |
| Spring recess ends . . . | Monday night . . . | March 28. |
| Public graduation . . . | Tuesday . . . | June 21, 10 A.M. |
| First entrance examination . . . | Thursday and Friday . . . | June 23 and 24, 9 A.M. |
| Second entrance examination . . . | Tuesday and Wednesday . . . | September 6 and 7, 9 A.M. |

MODEL SCHOOL.

1909.

| | | |
|---------------------------------|------------------------------|---------------------|
| School year ends . . . | Monday night . . . | June 21. |
| School year begins . . . | Tuesday morning . . . | September 7. |

1910.

| | | |
|---------------------------------|------------------------------------|---------------------|
| School year ends . . . | Monday night . . . | June 20. |
| School year begins . . . | Tuesday morning . . . | September 6. |
| Recesses . . . | Same time as normal school. | |

NOTE.— Candidates who take the examination in September should come prepared to stay. Accommodations during the time of the examinations may be had at Normal Hall. For information concerning the school, address the principal at Bridgewater.

The telephone call of the school is "2-3;" the telephone call of the principal's residence is "2-2."

STUDENTS.

FOR THE YEAR BEGINNING SEPT. 10, 1908.

SPECIAL COURSE.

| | | |
|--|------------------------------------|----------------------|
| Chamichian, Armenag | Central Turkey College | Boston. |
| Gomez, Galacion | Normal School of Mexico | City of Mexico, Mex. |
| Harlow, Randolph Leonard | Acadia College | Dorchester. |
| Heath, Arnold Collamore | Harvard College | Newtonville. |
| Infante, Louis C. | Lima, Peru, Nor'l School | Huaras, Peru. |
| Atkinson, Mabel Laura ¹ | Teacher | Rehoboth. |
| Bond, Bertha Alice | Teacher | Carlisle. |
| Bonney, Helen Munroe | Teacher | Wrentham. |
| Choate, Elsie A. | Teacher | Peacham, Vt. |
| Farr, Ella Parker | Teacher | St. Johnsbury, Vt. |
| Hammond, Grace de Wolfe | Teacher | Georgetown. |
| Houghton, Alcina Burrill | Radcliffe College | South Boston. |
| Howland, Laura May | Teacher | Berkley. |
| Lane, Mary Elizabeth | Teacher | Brockton. |
| Rickey, Lois Harvey | Emerson College | Stoneham. |
| Starrett, Alice Gardner | Teacher | Springfield. |
| Stetson, Elizabeth Luce Frances | Simmons College | Mattapoisett. |
| West, Helen Kitfield | Teacher | Haverhill. |

Men, 5; women, 13.

REGULAR COURSE.

| | | | |
|-------------------------------------|--------------------------|---------|-------|
| Ames, Edward Wesley | South Easton | Entered | 1905. |
| Frahar, Charles Francis | Whitman | " | " |
| Pickett, Thomas Aquinas | Bridgewater | " | " |
| Prario, Henry Trenton | Quincy | " | " |
| Wheeler, Clarence Arthur | Rockland | " | " |
| Allen, Miriam Clifton | East Freetown | " | " |
| Baker, Helena Belle | Marshfield | " | " |
| Chamberlain, Lillie Mae | Brockton | " | " |
| Gleason, Marian Elizabeth | Kingston | " | " |
| Long, Mary Veronica | North Easton | " | " |
| Small, Ruth Addison | Whitman | " | " |
| Williams, Adaline Sybil | Taunton | " | " |
| Chapman, William Harden | East Brewster | " | 1906. |
| Fox, Charles James | Roxbury | " | " |
| Parker, Martin Pratt | Abington | " | " |
| Spooner, William Alfred | New Salem | " | " |
| Tubman, Benjamin Sanford | North Brewster | " | " |
| Beal, Norma Leslie | Rockland | " | " |

¹ Present part of first term.

| | | |
|-------------------------------------|------------------------|---------------|
| Pillsbury, Evelyn Bertha . . . | Malden . . . | Entered 1906. |
| Teague, Ida Etta . . . | Worcester . . . | " " |
| Turner, Edith Colman . . . | Assinippi . . . | " " |
| Waugh, Edith Lucy . . . | Whitman . . . | " " |
| Wood, Florence Davol . . . | Brockton . . . | " " |
| Chase, Preston Leigh . . . | East Harwich . . . | 1907. |
| Hayes, George Edward . . . | Bridgewater . . . | " " |
| Lane, Lester Malcolm . . . | Hingham Center . . . | " " |
| Lincoln, Edward Andrews . . . | North Raynham . . . | " " |
| Mea, Thomas Lynch . . . | Rockland . . . | " " |
| Willis, Nathan Elliot . . . | Bridgewater . . . | " " |
| Cagney, Katharine Edith . . . | Bridgewater . . . | " " |
| Caplice, Sarah Gertrude . . . | Rockland . . . | " " |
| Fallon, Ann Loretta . . . | Bridgewater . . . | " " |
| Glennon, Ellen . . . | Stoughton . . . | " " |
| Matson, Eleanor Howe . . . | Whitman . . . | " " |
| Randall, Regina . . . | Brockton . . . | " " |
| Stoddard, Carrie Elizabeth . . . | Accord . . . | " " |
| Walsh, Mary Lillian . . . | Bridgewater . . . | " " |
| Darling, Harry Carlton . . . | Rockland . . . | 1908. |
| Dolan, James Edward . . . | Randolph . . . | " " |
| Dunn, Valentine Francis . . . | Rockland . . . | " " |
| Early, James Louis . . . | Campello . . . | " " |
| McEvoy, Joseph Michael . . . | North Brookfield . . . | " " |
| McKinnon, George Linus . . . | Whitman . . . | " " |
| Moore, William Fleming . . . | Taunton . . . | " " |
| Scully, R. Harry ¹ . . . | Pittsfield . . . | " " |
| Smith, Russell Bixby . . . | Bridgewater . . . | " " |
| Wilbur, Howard . . . | Fall River . . . | " " |
| Arnold, Eileen Frances . . . | Brockton . . . | " " |
| Denlinger, Katharine Barker . . . | North Weymouth . . . | " " |
| Howes, Sarah Freeman . . . | East Dennis . . . | " " |
| Hunt, Marion Bancroft . . . | Bridgewater . . . | " " |
| Onley, Mary Hudson . . . | New Bedford . . . | " " |
| Miller, Elizabeth Tyer . . . | East Wareham . . . | " " |
| Ryan, Anna Louise . . . | East Weymouth . . . | " " |
| Severance, Evelyn Searles . . . | South Hanover . . . | " " |
| Whiting, Esther Martha . . . | Brockton . . . | " " |
| Williamson, Charlotte Janet . . . | Brockton . . . | " " |

Men, 26; women, 31.

INTERMEDIATE COURSE.

| | | |
|---|--------------------|---------------|
| Anthony, Elizabeth Mary . . . | Boston . . . | Entered 1906. |
| Bloomstrand, Jessie Linda . . . | Campello . . . | " " |
| Donovan, Margaret Ann . . . | Abington . . . | " " |
| Glines, Lottie Isabelle . . . | Haverhill . . . | " " |
| Magee, Mary Elizabeth . . . | Taunton . . . | " " |
| Matheson, Sarah Mae . . . | Provincetown . . . | " " |
| Sickles, Vera Abigail . . . | Nantucket . . . | " " |
| Simmons, Marion Louise ¹ . . . | Kingston . . . | " " |
| Smith, Mary Olive . . . | East Walpole . . . | " " |

¹ Present part of first term.

| | | |
|---|----------------------------|---------------|
| Soverino, Edith Frank | Fall River | Entered 1906. |
| Sullivan, Irene Mary | Boston | " " |
| Webster, Frances Emma | Allston | " " |
| Weston, Dora Louise | East Bridgewater | " " |
| Callahan, Nora Frances | Taunton | 1907. |
| Galligan, Alma Mercedes | Quincy | " " |
| Garrity, Marguerite Mary | Abington | " " |
| Handy, Emma Louise | Marion | " " |
| McCormick, Catherine Elinor | Weymouth | " " |
| Merrifield, Viola Louise | Bridgewater | " " |
| Turner, Stella Ellen ¹ | West Bridgewater | " " |
| Varney, Hazel Wentworth | Braintree | " " |
| Williams, Mary Emelia | Easton | " " |
| Andrews, Ella Cary | Campello | 1908. |
| Beattie, Cecilia Mary | Bridgewater | " " |
| Faircloth, Catherine Agatha | Rockland | " " |
| Hager, Mildred Rich | Somerville | " " |
| Hall, Alice Jane | Brockton | " " |
| Homer, Eleanor Jean | Winchester | " " |
| Kendrick, Jessie Louise | Brockton | " " |
| Lee, Mary | Fall River | " " |
| Llewellyn, Lois Howard | Rockland | " " |
| Luce, Lillian Emerson | Somerville | " " |
| Maloney, Sara Louise | Taunton | " " |
| Norton, Helen Frances | Bridgewater | " " |
| O'Neil, Ellen Margaret | West Bridgewater | " " |
| Reavis, Mary Emma | Brockton | " " |
| Shattuck, Carrie Elmer | Pepperell | " " |
| Shaw, Mabel Haskell | Bridgewater | " " |
| Stratton, Elsie May | Oak Bluffs | " " |

Men, 0; women, 39.

KINDERGARTEN-PRIMARY COURSE.

| | | |
|--------------------------------------|----------------------------|---------------|
| Abbott, Susan Elizabeth | Taunton | Entered 1907. |
| Arnold, Rachel | Montello | " " |
| Corey, Florence Bertha | Plymouth | " " |
| Goodwin, Margaret Adelaide | New Britain, Conn. | " " |
| Sanger, Marguerite | Hyde Park | " " |
| Dustan, Helen Colburn | Worcester | " " 1908. |
| Ford, Matilda Elizabeth | Waltham | " " |
| Gurdy, Ruth Cassandra | Rockland, Me. | " " |
| Pratt, Edythe | Bridgewater | " " |
| Sweet, Helen Caroline | Bridgewater | " " |
| Tully, Mary Alice | Campello | " " |
| Whiting, Harriet Edna | Bridgewater | " " |

Men, 0; women, 12.

ELEMENTARY COURSE.

ENTERED 1907.

| | |
|------------------------------------|-----------------|
| Allen, Inez Vinton | South Weymouth. |
| Bartlett, Helen Beatrice | Easthampton. |
| Bean, Edith Kimball | Haverhill. |
| Brady, Ellen Marie | Taunton. |

¹ Present part of first term.

| | |
|--|-------------------|
| Bragdon, Mary Dennison | Annisquam. |
| Bragg, Virginia Joseph | Provincetown. |
| Bric, Alice Veronica | Leeds. |
| Brown, Hattie Elizabeth | Attleborough. |
| Burke, Gertrude Myldred | West Quincy. |
| Burke, Helen Frances | West Quincy. |
| Burns, Anna Cecilia | Hingham. |
| Campbell, Isabel | Hingham. |
| Clifton, Viola W. | Marion. |
| Connors, Mary Ellen Virginia | Fall River. |
| Cummings, Etta May | Brighton. |
| Davies, Marjorie Elizabeth | Ballard Vale. |
| Davis, Lena Mosher | Fall River. |
| Drew, Annie May | Taunton. |
| Dunphe, Marion Hayward | Bridgewater. |
| Easton, Mabel Frances | Holbrook. |
| Fearing, Stella Tirrell | South Weymouth. |
| Ferguson, Ruth Simmons | Atlantic. |
| Flint, Cynthia Ella | Lowell. |
| Gifford, Corinne Talmadge | Provincetown. |
| Graves, Florence Louise | Haverhill. |
| Haley, Frances Theresa | Winchester. |
| Hall, Myra Morton | South Framingham. |
| Hawkes, Annette Kærcher | Wareham. |
| Heenehan, Florence Maria | Palmer. |
| Hogan, Katherine Evelyn | Taunton. |
| Holbrook, Caroline May | Whitman. |
| Jackson, Sara Everelda | Fall River. |
| Jenkins, Edith Glanvell | Quincy. |
| Keefe, Elizabeth Alice | Quincy. |
| Knobel, Marie Josephine | Walpole. |
| Lane, Elvira Bertha | Red Beach, Me. |
| Lane, Helen Holmes | Segreganset. |
| Lawson, Elsie Mathilda | Brockton. |
| Locke, Amy Upham | Easthampton. |
| Lovejoy, Mabel Elizabeth | Quincy. |
| Mahoney, Agnes Imelda | Palmer. |
| Mahoney, Martha Eulalie | Norwood. |
| Mallory, Laura Hilliard | Bridgewater. |
| McDonald, Mary Elizabeth | Fall River. |
| McGrath, Alice Mae | Brockton. |
| McGrath, Mary Ellen | Oak Bluffs. |
| McNaught, Bertha Ellen | Plymouth. |
| Merritt, Olga Stetson | Rockland. |
| Monk, Louie Carlton | South Braintree. |
| Murray, Ruth Catherine | Fall River. |
| O'Brien, Margaret Joanna | Hingham. |
| O'Brien, Mercedes Ellen | West Quincy. |
| Ordway, Marion Lucille | Winthrop. |
| Power, Louisa Agnes | Fall River. |
| Pratt, Isabelle Luther | Middleborough. |
| Reardon, Agnes Elizabeth | North Abington. |
| Richards, Elizabeth Anna | Brockton. |
| Rogers, Muriel Angell ¹ | Quincy. |
| Shortall, Margaret Teresa | Abington. |

¹ Present first term.

| | |
|---|---------------|
| Smith, Katherine Frances | Kingston. |
| Steeves, Netta May ¹ | Halifax. |
| Stimpson, Hallie Minnie | Limerick, Me. |
| Symmes, Ruth Stowell | Winchester. |
| Thompson, Bessie Marion | Haverhill. |
| Tilden, Maude Douglas | Cohasset. |
| Tilton, Bessie Evelyn | Haverhill. |
| Torreson, Ida Emily | Fall River. |
| Viden, Esther Johanna | Quincy. |
| Wellington, Catharine Joy | Waltham. |
| Williston, Bertha Emma | Fall River. |
| Woodland, Edith Frances | Fall River. |

Men, 0; women, 71.

ENTERED 1908.

| | |
|--|-------------------|
| Anderson, Mary Gertrude | Ware. |
| Andrew, Mabel Gertrude | Marion. |
| Barlow, Elsie | Fall River. |
| Batchelder, Bernice Ardelle | Reading. |
| Beatley, Catharine Bancroft | Roxbury. |
| Booth, Gladys Evelyn | Springfield. |
| Buguey, Helen Veronica | Huntington. |
| Cady, Frances Marie | Ashfield. |
| Coffin, Carrie Louise | Edgartown. |
| Collins, Sybil Kennison | New Bedford. |
| Cook, Jennie Gertrude | Milton. |
| Cumming, Jennie Cook | Quincy. |
| Davies, Helen Mason | Ballard Vale. |
| Duffee, Mollie Clarke | Melrose. |
| Dunne, Elizabeth Agnes | Taunton. |
| Dupont, Sophia Marie | East Taunton. |
| Fisher, Grace Darling | Woburn. |
| Fisher, Helen Elizabeth | Somerville. |
| Freeman, Mabel Snow | Wareham. |
| Giles, Amy Elizabeth | Haverhill. |
| Gray, Mary Isabelle | Hull. |
| Grovenor, Esther | South Hingham. |
| Hackelton, Marguerite ¹ | Readville. |
| Harkins, Anastasia Irene | Quincy. |
| Harrington, Mildred Gertrude | Fall River. |
| Hart, Elizabeth Gertrude | Fall River. |
| Henchey, Mary Agnes | Quincy. |
| Hewett, Ruth Pauline | Bradford. |
| Hiatt, Ethel May | South Weymouth. |
| Holden, Eleanor Katherine | Rutland, Vt. |
| Holland, Mary Margaret | North Brookfield. |
| Humphrey, Ethel Randlett | Quincy. |
| Hunt, Helen Jackson | Haverhill. |
| Hyland, May Elizabeth ² | Weymouth. |
| Jackson, Elizabeth | Bridgewater. |
| Kemp, Ruth | Quincy. |
| Kennedy, Mary Alice | South Weymouth. |
| Larkin, Marie Grace | Quincy. |

¹ Present first term.² Present a part of first term.

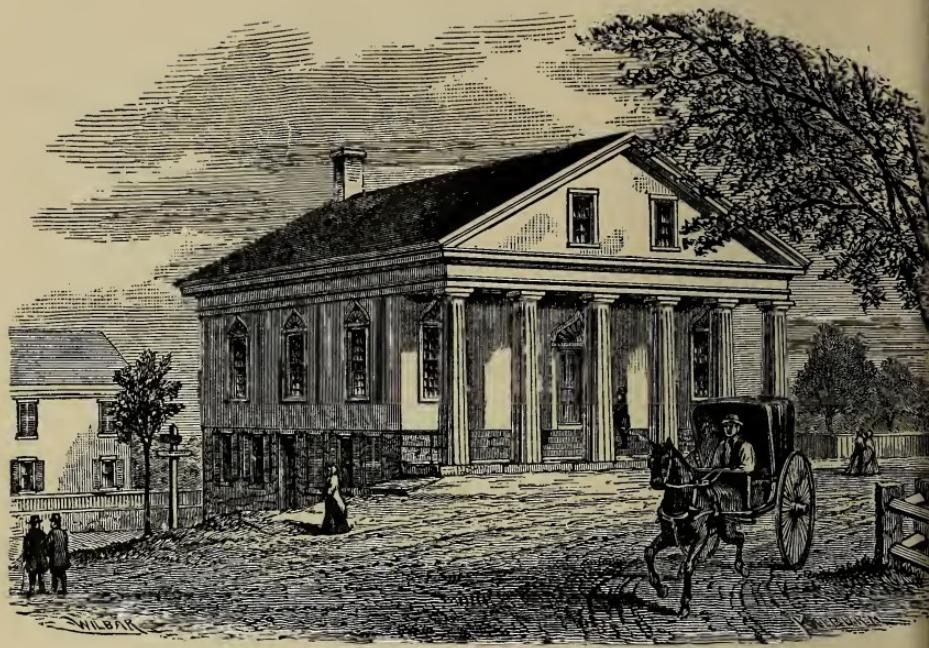
| | |
|---|------------------|
| Litchfield, Elizabeth Howard | North Scituate. |
| Littlefield, Carrie Louise | Sharon. |
| Locke, Edna Davis | Easthampton. |
| Lyon, Daisy Stevens | Hyde Park. |
| Macomber, Bernice Jordan | Hall Quarry, Me. |
| McGowan, Cora Adeline | Swansea. |
| Murphy, Anna Gertrude | Fall River. |
| Porter, Alice Etheldra ¹ | Norwood. |
| Raub, Mary Elizabeth | Dorchester. |
| Reggett, Helena Mary | Taunton. |
| Rice, Helen Irene ¹ | Wrentham. |
| Roy, Ethel Violet | Marion. |
| Russell, Annie Agnes | Quincy. |
| Seaver, Jennie Williams | Taunton. |
| Seymour, Mary Elizabeth | Waverley. |
| Sherman, Emma Jeannette | Fairhaven. |
| Smith, Bertha May | Haverhill. |
| Smith, Roberta Webster | Quincy. |
| Strange, Marion Stevens | Marshfield. |
| Teel, Maybell Lillian | Walpole. |
| Thomas, Helen Louise | Fall River. |
| Thompson, Helen Loring | Halifax. |
| Twiss, Nellie Lucy | Three Rivers. |
| Walters, Blodwen Winifred | Quincy. |
| West, Hazel Althea | Brockton. |

Men, 0; women, 63.

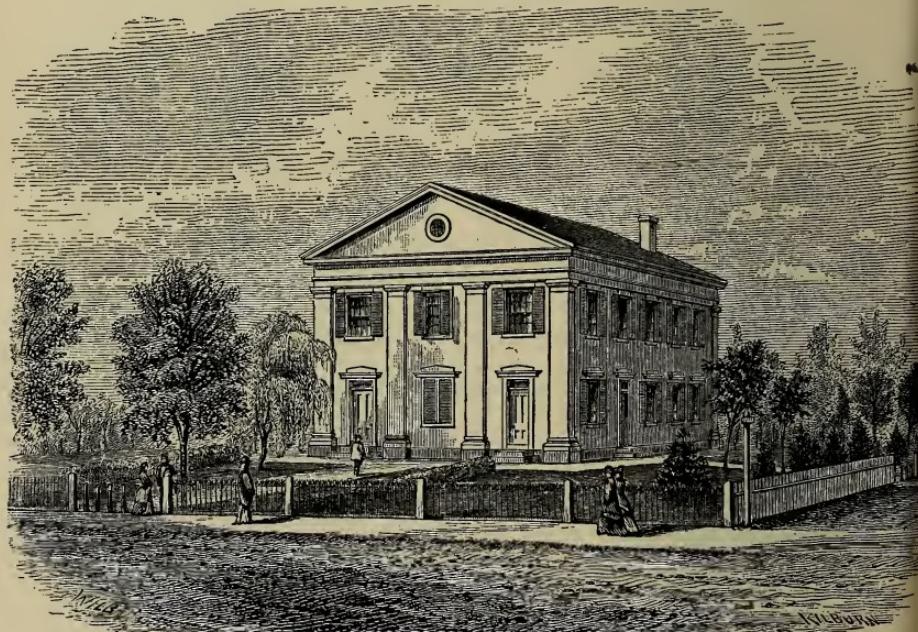
SUMMARY.

| | Men. | Women. | Total. |
|---|-------|--------|--------|
| Special course | 5 | 13 | 18 |
| Regular course | 26 | 31 | 57 |
| Intermediate course | - | 39 | 39 |
| Kindergarten-primary course | - | 12 | 12 |
| Elementary course:— | | | |
| Class entering 1907 | - | 71 | 71 |
| Class entering 1908 | - | 63 | 63 |
| Number for the year | 31 | 229 | 260 |
| Number admitted this year | 14 | 109 | 123 |
| Whole number admitted to the school | 1,384 | 4,482 | 5,866 |
| Number graduated last year | 8 | 98 | 106 |
| Whole number of graduates | 920 | 3,002 | 3,922 |
| Number of graduates from four years' course | 172 | 162 | 334 |
| Number enrolled in the model school | - | - | 445 |

¹ Present first term.



OLD TOWN HALL, HOME OF THE SCHOOL THE FIRST SIX YEARS.



THE FIRST STATE NORMAL SCHOOL BUILDING IN AMERICA.

Erected in Bridgewater, Mass., in 1846.

HISTORICAL SKETCH.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish ten thousand dollars, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise ten thousand dollars for the erection of new buildings for this school. The towns of Abington, Wareham, Plymouth, Duxbury and Marshfield voted to make appropriations for the school from the surplus revenue which had just before been divided by the general government. After vigorous competition it was decided to locate the school at Bridgewater; whereupon some of the towns refused to redeem their pledges, and the funds were not realized. Bridgewater granted to the school the free use of its town hall for three years; the next three years the school occupied the same building at a rental of fifty dollars a year. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. The school was opened Sept. 9, 1840, with a class of twenty-eight pupils,—seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the first State normal school building erected in America.

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation. By his persistent, thorough, self-forgetting and noble work he exerted an influence that will not cease to be felt among the generations of this Commonwealth. The difficulties which had to be surmounted would have appalled a man of less heroic temperament.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

The growth of the school is shown by the enlargements made for its accommodation, as follows:—

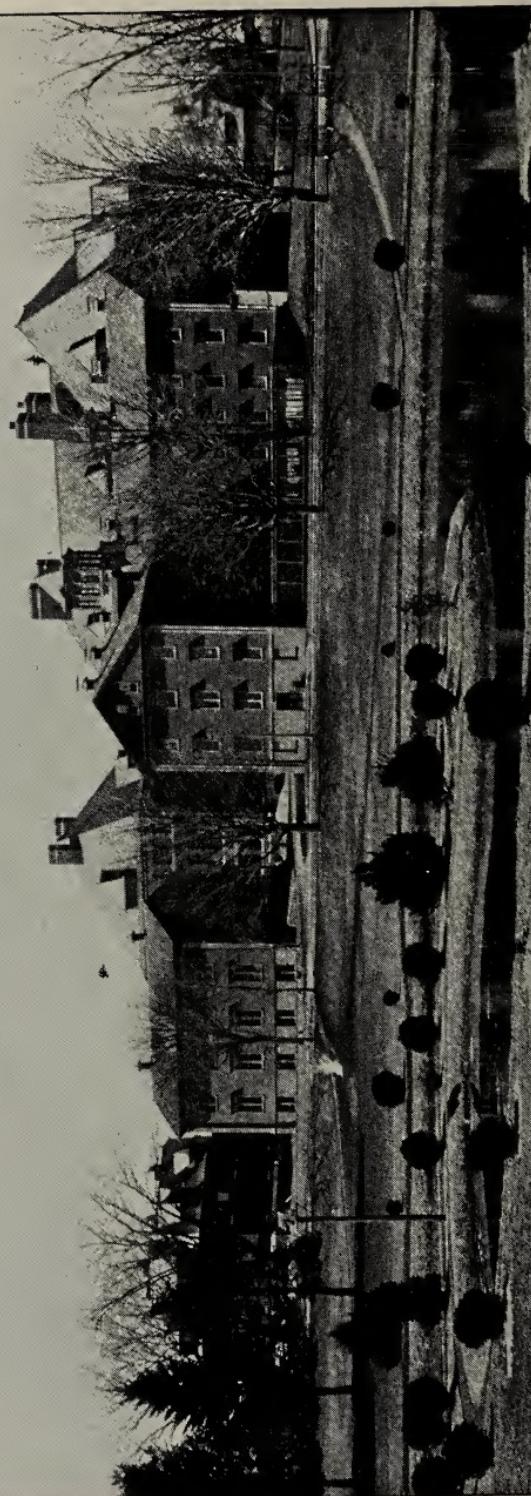
In 1861 the school building was enlarged, increasing its capacity seventy per cent.; in 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students and the family of the principal; in 1871 the school building was again enlarged, increasing its capacity fifty per cent.; in 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students; in 1881 a new building, connected with the rear of the school building, was erected for physical and chemical laboratories.

In 1883 a farm of four and one-half acres was purchased and prepared to receive the sewage of the institution; in 1886 "Boyden Park" was purchased for out-door recreations; in 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of one hundred and fifty thousand dollars. The same year the laboratory building erected in 1881 was converted into Woodward Hall, which accommodates thirty-two students; in 1894 the school building was enlarged, increasing its capacity fifty per cent., at a cost of seventy-five thousand dollars; in 1895 Tillinghast Hall, a fine brick building which accommodates seventy-two students, and a steam laundry were erected; in 1904 the new "Albert Gardner Boyden" gymnasium was built.

In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden.

NORMAL SCHOOL BUILDING.



In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. From the beginning students who desired to do so could extend their course through additional terms, taking elective studies. In 1869 the four years' course was introduced, and an intermediate course, including the studies of the two years' course and electives from the advanced part of the four years' course was also provided.

The average attendance per term for the first ten years of the school was fifty-three; for the sixth decade it was two hundred and forty-five; and for the last six years, two hundred and fifty-eight.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued.

In 1880, by an arrangement made with the town, the centre district public school near by was made a school of observation for the students of the normal school.

In 1891 the centre district school of the town, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students.

In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners.

In 1894 a ninth grade was established in the model school, taking in all the pupils of this grade in the town.

LOCATION.

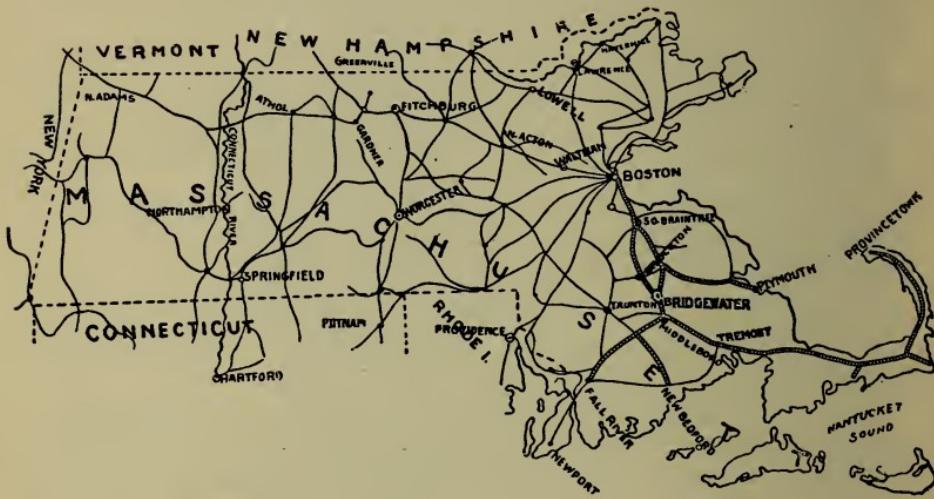
Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of about six thousand, is on the Old Colony division of the New York, New Haven & Hartford Railroad, twenty-seven miles south of Boston.

BUILDINGS AND GROUNDS.

The school building is a massive structure, consisting of three blocks with narrower connections, thus giving good light and air in all the rooms. It is constructed of brick with blue marble trimmings, and has a slate roof. It is eighty-seven feet wide in front, three hundred and fourteen feet in length, and three stories and the basement in height. Front, rear and side entrances and ample

corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. One third of the building is devoted to the model school, which gives accommodation for four hundred and seventy-five pupils.

In its interior arrangement the building is admirably adapted to its purpose, and is one of the best-equipped normal school buildings in the country. It is well supplied with water, is heated and ven-



tilated by the "fan system," has a heat-regulating apparatus, an electric time service and an electric light service.

Near by the school building, in the same quadrangle, are the three residence halls,—Normal Hall, Woodward Hall and Tillinghast Hall. The buildings are ten minutes' walk from the railway station. They have a good location near the centre of the village, upon a square three acres in extent, and the view from them is attractive.

The gymnasium is a new brick structure. The main part of the building is forty-eight by ninety feet in size; the projection on the front is twenty-four by sixty-four feet, with octagonal towers on the front corners for stairways. The basement story is in two apartments, one for men, the other for women; each apartment has a coat room, lockers, dressing rooms and the Hermann class shower baths. On the first floor are a directors' room, a ladies' retiring room, and the gymnasium. On the second floor are two meeting rooms, and the gallery with the running track. It is a first-class modern gymnasium, and serves the school not only for physical



training, but also for social gatherings, as an audience room, and as a banquet hall for alumni gatherings.

Boyden Park includes six acres of land across the street from the school lot. It has a beautiful pond, fine shade trees, and pleasant walks dividing it into open areas for tennis courts and other out-door sports,—making an attractive place for healthful recreation. Normal Grove, adjoining the park and including one-half acre, is a fine grove of chestnut trees. South field, across the street on the south side, includes two acres of level ground for athletic sports. A natural science garden of nearly two acres, adjoining Normal Grove, serves as an out-of-door laboratory for biology and for school gardening.

LABORATORIES AND LIBRARIES.

The institution has eleven laboratories, furnished with the most approved modern appliances for teaching physical and natural sciences.

Physical Laboratories.—In the department of physics there are two laboratories. One is arranged for individual work at tables; the other, for demonstration purposes, with apparatus for projection.

Chemical Laboratories.—The department of chemistry has two laboratories. One, for the elementary course, is arranged for individual work at tables; the other, for analytical work, qualitative and quantitative, is arranged for work at tables, with side tables for special work. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

Mineralogical and Geological Laboratory.—This room is arranged for physical and chemical tests and for blow-pipe work. It is provided with three sets of mineral specimens: one set of working specimens, for use at the tables; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating the classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

Biological Laboratory.—The laboratory for the study of botany, zoölogy and physiology includes two rooms, arranged for individual

work at tables. Each room contains three collections of typical specimens,—the working collection, the comparative collection and the classified collection. There is also equipment for microscopic work.

Geographical Laboratory.—This laboratory is equipped with a thirty-six-inch globe, slated globes, individual globes, the latest and best physical and political maps for all grades of work, pictures arranged for class use, models of the continents and of Massachusetts, modelling boards, productions in both the raw and the manufactured states. Projection apparatus is provided for all phases of the subject.

Industrial Laboratory.—This laboratory is furnished with thirty-three manual training benches, ninety-three sets of tools, closets for students' work, and special appliances, including a turning lathe with a circular saw and jig saw attachment.

Elementary Science and Industry.—Two laboratories are fitted up for the use of the model school in elementary science and in the industrial occupations of pottery, weaving and bookbinding.

The Drawing Rooms are furnished with adjustable drawing stands and with fine examples of casts and models for teaching in the various departments of the Manual Arts.

Library.—The school has a large and valuable library of reference books with topical card catalogues. In addition, each department has its own library of works devoted especially to the subjects taught in the department.

ADMISSION.

Candidates for admission must declare their intention to teach in the public schools of Massachusetts and to complete the course of study in the school, and must pledge themselves to keep the requirements of the school faithfully. They must, if young men, have attained the age of seventeen years; if young women, the age of sixteen years.

PHYSICAL EXAMINATION.

The State Board of Education passed the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher; and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

MORAL CHARACTER.

Candidates must present a certificate of good moral character. If a person is not qualified to exert a wholesome spiritual influence upon the lives of children, he should not think of becoming a teacher. (See blank at the end of this catalogue.)

HIGH SCHOOL CERTIFICATION.

Candidates must be graduates of a four years' course of study in a high school, or must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a good high school education.

Candidates from high schools which are on the certificate list of the New England College Entrance Certificate Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school. Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.
— Board of Education, May 2, 1907.

Blank forms for these certificates may be obtained upon application at the office of the State Board of Education. **As far as possible certificates should be brought or forwarded in June.**

WRITTEN EXAMINATION.

The written examination will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours for each of groups I., II. and IV., and of one hour for each of groups III. and V.:—

I. — LANGUAGES.

(a) *English.* — The subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1909 is as follows:—Shakespeare's *Macbeth*; Milton's *L'Allegro*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

The purpose of the examination is to discover (1) whether the student has acquired a good habit of study, (2) whether he has formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

GENERAL REQUIREMENT IN ENGLISH.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statements, and marked accordingly.

(b) *Either Latin or French.*—The translation at sight of simple prose, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in full or in part on the passage selected.

II.—MATHEMATICS.

- (a) The elements of algebra through affected quadratic equations.
(b) The elements of plane geometry, including original work, both with theorems and problems.

III.—UNITED STATES HISTORY.

The examination calls for a knowledge of the history and civil government of Massachusetts and the United States, with related geography, and so much of English history as is directly contributory to a knowledge of United States history.

IV.—SCIENCES.

(a) *Physiology and Hygiene.*—The elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(b) and (c) Any two of the following sciences,—physics, chemistry, botany, physical geography,—provided one of the two is either physics or chemistry. The elementary principles of these subjects, so far as they may be presented in the courses usually devoted to them in good high schools.

V.—DRAWING AND MUSIC.

(a) *Drawing.*—Mechanical and freehand drawing, enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics,—form, color and arrangement.

(b) *Music.*—Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation in musical notation of simple melodies or of time phrases sung or played.

ORAL EXAMINATION.

The object is to ascertain the candidate's personal characteristics and use of language, and to give an opportunity to furnish any evidence of qualification that might not otherwise become known to the examiners.

DIVISION OF EXAMINATIONS.

Candidates may be admitted to a **preliminary** examination a year in advance of their final examinations. Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See blank at the end of this catalogue.)

The English must be reserved for the final examinations.

Preliminary examinations must be taken in June.

Candidates for the **final** examinations should present themselves,

as far as practicable, in June. Division of the final examinations between June and September is permissible, but it is important that the work of the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

If the candidate passes a satisfactory examination in a sufficient number of the subjects to indicate that he is competent to take the course of study in the school, he will be admitted, and the conditions on the other subjects may be worked off as the course proceeds. All conditions must be removed before the beginning of the last term of the course.

EQUIVALENTS.

Persons desiring to enter the school who have had a course of study equivalent to, but not identical with, the high school course, are advised to correspond with the principal. Each case will be considered with the purpose to give all the credit that is due.

SPECIAL NOTICE.

All candidates for admission to the normal schools, except those applying for the special courses and certified candidates, are required to take the entrance examination. Examinations take place at the close of the school year in June, and also at the beginning of the school year in September. (See calendar.) New classes are admitted only at the beginning of the fall term.

The written papers on languages, mathematics, and history come on the first day of the entrance examinations; the papers on the sciences, drawing and music come on the second day.

The principal will be pleased to answer any inquiries which those who are thinking of coming to the school desire to make. Those who propose to apply for admission are requested to notify him of their intention as early as possible; and to state whether they desire a room in the boarding hall. Those who seek admission to the **special** courses are requested to state definitely what their education and teaching and experience have been, and to present certificates of good moral character and testimonials concerning their work.

TUITION.

Tuition is free to members of the school who are residents of Massachusetts. The State Board of Education passed the following vote Feb. 1, 1900:—

Each pupil from another State than Massachusetts, attending normal schools supported by this State, from and after the beginning of the autumn session of 1901, shall pay at the beginning of each half year session the sum of twenty-five dollars for the use of the school attended, except that in the normal art school the sum paid to the principal at the beginning of the session by each pupil from another State than Massachusetts shall be fifty dollars for each half year.

THE SCHOOL YEAR AND TERMS.

The school year, beginning in September, is divided into two terms of twenty weeks each, including a recess of one week each term. The sessions are from 9 A.M. to 12 M., and from 1.15 P.M. to 3.50 P.M. There is no session of the school on Saturday.

DESIGN OF THE NORMAL SCHOOL.

The function of the State normal school is to educate teachers for the public schools of the State. The State supports its schools for the education of its children; it supports the normal school that its children may have better teachers.

The first requisite in the discharge of its function is that the normal school shall inspire the student with the spirit of the true teacher.

It is vitally important to awaken in the normal student a just appreciation of the work of the teacher; the feeling that he must

have the spirit of service, must love his work and love his pupils; that he has a mission which he must accomplish, and that he must come to his pupils, as the Great Teacher comes to men, that they may have life abundantly.

The second requisite is that the normal student shall be carefully led through the educational study of the subjects of the public school curriculum.

In this way he learns how to use each subject in the teaching process, and thereby learns the method of teaching. The normal school is made professional, not by the exclusion of these subjects from its course, but by the inclusion of the educational study of them; all the subjects of the normal school are to be studied in their direct bearing upon the teaching process, and also to get a broader view of their scope and meaning.

The student teacher must think the object of study as the learner thinks it; he must also think the process by which the learner knows, and he must think the means the teacher is to use to cause the learner to take the steps of this process. The study of the subject for the purpose of teaching it is professional study.

The third requisite is that the school shall lead the normal student after the educational study of the subjects of the school curriculum, through the broader study of man, body and mind, to find the principles of education which underlie all true teaching.

This study is invaluable for its influence "in expanding the mind, enlarging the views, elevating the aims and strengthening the character of the student." It is to be followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education. In this analysis the student is constantly referring to his experience in the educational study of subjects for illustrations of the general views he is now discussing.

The fourth requisite is that the normal student shall be led to make a practical study of children which he should do as fully as possible throughout the course, under intelligent suggestion.

He should have ample observation under intelligent guidance in all the grades of a good public school; and, when he has some just conception of the nature and method of true teaching, and when he has become acquainted with children, he should have ample practice in teaching, under such supervision as he needs.

PRINCIPLES OF THE SCHOOL.

The first distinctive principle of normal school work is that the ultimate object of the normal school is to make the normal student as far as possible an educator.

There stands before the company of pupils in every schoolroom a man or a woman to whom the eyes and hearts of all the children turn as their teacher. They live with the teacher, they measure the teacher, and gauge their action by what the teacher is to them. The teacher is the controlling force in the life of the school,—the guide, guardian, governor, exemplar, friend and educator of his pupils.

The teacher's personal relation to his pupils is most intimate. His personal appearance and bearing at once attract or repel. His personal habits are a constant help or hindrance to the formation of good habits in them. His thinking gives tone and coloring to their thought. His taste has much influence in forming their tastes. His moral character impresses itself upon their moral natures. His spirit is imbibed by them. The unspoken, unconscious influence of the teacher, which gives tone, quality and power to all his instruction, enters so deeply into the life of his pupils that his life affects their young lives with great power for good or evil.

Teaching, therefore, is the subtle play of the teacher's life upon the pupil's life, to cause him to *know* what he would not acquire by himself; to *do* what he would not otherwise do; to *be* what he would not alone become.

Teaching is the condition for instruction, which is two-fold. On the part of the pupil, it is the building in of knowledge and power within himself by his own exertion. On the part of the instructor, it is the intelligent stimulation and direction of the activity of the learner, with a view to his education. The constant upbuilding of the pupil by instruction results in his education.

Education as an end is the state in which the person makes the best use of himself, while education in its widest meaning includes all the influences which act upon the person to determine his character.

Second,—The normal pupil is a student teacher.

He is to consider his own spirit, purpose, manner and conduct.

the acquisition of knowledge, all the exercises of the school, from the point of view of the teacher.

Third, — The normal student is to be educated for teaching.

He is to find the principles of education by the study of the development of the human body and mind, and is to be so trained in their application that he will be able to conduct the education of his pupils. The method of teaching is determined by these principles.

The teacher must know the powers which are common to men, how they are called into activity, and the products of their exertion, so that he may deal wisely with his pupils, taken collectively; and he must know the peculiarities of the individual pupil, that he may train him in the way in which he should go.

A course of studies is the means to the teaching and training which occasions the activity that causes the development of the man. The course for this purpose is a series of subjects, logically progressive and adapted to the order of mental development.

THE METHOD.

The students are led through the educational study of each subject in the course, to learn why it should be studied, to obtain command of its principles, to ascertain its pedagogical value, and to learn how to use it in teaching.

The method of study and teaching is objective, inasmuch as the mind must acquire all its primary ideas from the objects of thought when they are distinctly present to the mind.

The method is analytic, inasmuch as the mind must begin its study of the object or subject as a whole, then proceed to the parts, and the relation of the parts.

The students are taught the method of acquiring knowledge of the object or subject by teaching them how to study the lesson at the time it is assigned, and requiring them to present to the class the results of their study, with criticism by the class and the teacher. After the presentation, the subject is thoroughly discussed in all of its pedagogical and practical relations.

The students are taught the method of teaching a class in the subject by teaching them parts of the subject, and, after they have studied the lesson, by examining them upon their knowledge of the method. When they have acquired the idea of the method by this teaching, they are required to take another part of the subject,

study it, prepare the apparatus and illustrations, and conduct the class, with criticisms from the class and teacher. The students are also required to drill the class in the application of what has been taught, to examine them on what they have studied, and to do all kinds of class work. The students observe the teaching of the subjects by the regular teachers in the model school.

Text-books are freely used for reference in the preparation of lessons. The committing of text-books to memory is avoided, the students being trained to depend upon the knowledge of the objects of thought as the basis of expression.

The class exercises, from the beginning of the course, are conducted upon the principles and by the method that has been indicated. The school is a normal training school in all its course.

After this teaching and training in the method of using subjects in teaching, the students learn the philosophy of their work by finding in the educational study of man the principles of education which underlie the method they have learned to use. With this preparation in their own class work the students go to their work in the model school.

COURSES OF STUDY.

The school offers six courses of study:—

1. A kindergarten-primary course of three years.
2. An elementary course of two years.
3. An intermediate or three years' course.
4. The regular four years' course.
5. A special elective course of two years for teachers of three years' experience.
6. A special elective course of one year for college graduates.

Diplomas, designating the course taken, are granted for each of these courses. Teachers may elect a course of one year, for which a certificate is granted.

1. KINDERGARTEN-PRIMARY COURSE.

This course covers a period of three years and prepares equally for teaching in the kindergarten and the primary grades.

FIRST YEAR.

[NOTE.—Electives are in Italic.]

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|---------------------------------------|-------------------|---|-------------------|
| English I. . . . | 2 | English III. . . . | 3 |
| Vocal Expression I. . . . | 2 | Vocal Expression II. . . . | 2 |
| <i>French I. or German I.</i> | 5 | <i>French II. or German II.</i> | 5 |
| Geometry I. . . . | 4 | Arithmetic | 4 |
| Vocal Music | 4 | Physiology | 3 |
| Manual Arts | 4 | Manual Arts | 4 |
| Gymnastics | 2 | Gymnastics | 2 |
| Elementary Psychology | 2 | Observation in Model School | 2 |

SECOND YEAR.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|-------------------------------------|-------------------|-------------------------------------|-------------------|
| Nature Study | 3 | Nature Study | 2 |
| Manual Arts | 3 | Child Study | 2 |
| Gymnastics | 2 | Gymnastics | 2 |
| Educational Study of Man | 10 | History of Education II. . . . | 2 |
| Observation in Kindergarten | 3 | Observation in Kindergarten | 4 |
| Kindergarten Theory | 3 | Kindergarten Theory | 4 |
| | | Teaching | 10 |

THIRD YEAR.

| Fifth Term. | Periods per Week. | Sixth Term. | Periods per Week. |
|-----------------------------|-------------------|-----------------------------|-------------------|
| Literature | 4 | History of Art | 2 |
| Kindergarten Theory | 4 | General History | 4 |
| Teaching | 15 | Kindergarten Theory | 4 |
| | | Primary Methods | 2 |
| | | Teaching | 10 |

2. ELEMENTARY COURSE.

The time required for the completion of this course depends upon the ability of the student. It may be completed in two years by an able student, but the range of acquirements demanded of graduates is so wide, and the amount of work required is consequently so large, that many students find it necessary to take additional time. A diploma is given when the course is satisfactorily completed.

Students are urgently requested to consider the advantages of the three and four years' courses.

FIRST YEAR.

| First Term, Junior 1. | Periods per Week. | Second Term, Junior 2. | Periods per Week. |
|----------------------------------|-------------------|------------------------------|-------------------|
| English I. | 2 | English II. | 4 |
| Vocal Expression I. | 2 | Vocal Expression II. | 2 |
| Vocal Music | 4 | Arithmetic | 5 |
| Geometry I. | 4 | Algebra I. | 4 |
| Physics I., Chemistry I. | 5 | Physiology | 3 |
| Mineralogy I. | 2 | Manual Arts | 4 |
| Manual Arts | 4 | Model School I., II. | 2 |
| Gymnastics | 2 | Gymnastics | 2 |

SECOND YEAR.

| Third Term, Senior 1. | Periods per Week. | Fourth Term, Senior 2. | Periods per Week. |
|-------------------------------|-------------------|---------------------------------------|-------------------|
| English III. | 3 | English IV. (half term) | 5 |
| Vocal Expression III. | 2 | Nature Study | 2 |
| Bookkeeping | 1 | Geography (half term) | 4 |
| Nature Study | 3 | History of Education I. | 1 |
| Physiography | 4 | Gymnastics | 2 |
| History I., II. | 4 | Psychology II., School Laws | 10 |
| Manual Arts | 3 | Model School IV., alternate | |
| Gymnastics | 2 | three weeks | 15 |
| Model School III. | 2 | | |

3. THE INTERMEDIATE COURSE.

This course includes all the subjects of the elementary course, with electives from the advanced studies of the regular course. It

meets the wants of those who desire elective studies, and gives opportunity for more extended practice in teaching both in the model school and in other schools, with better opportunities for employment. It requires *three years* for its completion. A diploma is given upon the satisfactory completion of this course.

4. THE REGULAR FOUR YEARS' COURSE.

This course, which is a distinct course from the beginning, includes the *maximum* work in the subjects of the elementary course and the educational study of the advanced phases of the subjects. It gives abundant opportunities for practice teaching and for intensive study in preparation for principalships and departmental teaching.

FIRST YEAR.—CLASS D.

[NOTE.—Electives are in italic; minimum,—twenty periods a week.]

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|---------------------------------|-------------------|------------------------|-------------------|
| English I. | 3 | French II. | 4 |
| Vocal Expression I. | 2 | Algebra II. | 4 |
| French I. | 4 | Physics II. | 4 |
| Geometry II. | 4 | Chemistry II. | 4 |
| Vocal Music | 4 | Mineralogy II. | 4 |
| Manual Arts | 4 | Manual Arts | 4 |
| Gymnastics | 2 | Gymnastics | 2 |
| Elementary Psychology | 2 | | |

SECOND YEAR.—CLASS C.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|------------------------------|-------------------|--------------------------|-------------------|
| English II. | 4 | English III. | 3 |
| Vocal Expression II. | 2 | <i>Latin</i> II. | 4 |
| <i>Latin</i> I. | 4 | Bookkeeping | 2 |
| Arithmetic | 5 | Botany I. | 2 |
| Physiography | 4 | Physiology | 3 |
| Manual Arts | 2 | Geography | 2 |
| Gymnastics | 2 | History I., II. | 4 |
| Model School I. | 2 | Manual Arts | 4 |
| | | Gymnastics | 2 |



KINDERGARTEN.



MINERALOGY AND GEOLOGY.

THIRD YEAR.—CLASS B.

| Fifth Term. | Periods per Week. | Sixth Term. | Periods per Week. |
|--|-------------------|--------------------------------------|-------------------|
| English V. | 4 | <i>German II.</i> | 5 |
| Vocal Expression III. | 2 | <i>Greek</i> | 5 |
| <i>Latin III.</i> | 4 | <i>Astronomy</i> | 5 |
| <i>German I.</i> | 5 | <i>Chemistry III., IV.</i> | 10 |
| <i>Geometry III., Algebra III.</i> | 4 | <i>History III.</i> | 4 |
| <i>Physics III.</i> | 5 | <i>Manual Arts</i> | 4 |
| Zoölogy I. | 4 | <i>History of Art</i> | 2 |
| Gymnastics | 2 | <i>Gymnastics</i> | 2 |
| Model School II. | 2 | Model School III. | 2 |

FOURTH YEAR.—CLASS A.

| Seventh Term. | Periods per Week. | Eighth Term. | Periods per Week. |
|--------------------------------|-------------------|---|-------------------|
| Zoölogy II. | 5 | <i>English VI.</i> | 4 |
| Gymnastics | 2 | <i>Vocal Expression IV.</i> | 2 |
| The Study of Man, School | | <i>Geometry IV., Trigonometry</i> | 6 |
| Laws | 10 | <i>Botany II.</i> | 4 |
| Model School, IV., VI. | 15 | <i>Zoölogy III.</i> | 4 |
| | | <i>Geology</i> | 5 |
| | | <i>Gymnastics</i> | 2 |
| | | <i>History of Education II.</i> | 2 |
| | | Model School V. | — |

5. SPECIAL COURSE FOR TEACHERS.

Teachers of three years' experience who bring satisfactory recommendations may, with the consent of the principal and the Board of Visitors, select a course from the following studies:—

Required Subjects.—Principles of Education, the Art of Teaching, School Organization, School Government, History of Education, School Laws of Massachusetts, Child Study, observation, and a limited amount of teaching.

Electives.—The principles and method of teaching any of the subjects of the elementary or regular courses.

The written examination is not required for admission to this course. A certificate is given for a course of one year; for a two years' course a diploma is granted. A minimum of twenty periods per week is required.

Graduates of normal schools may select a post-graduate course of one or two years, which shall include the Principles of Education.

6. COURSE FOR COLLEGE GRADUATES.

The course of study for one year is as follows:—

Required Subjects.—Principles of Education, the Art of Teaching, School Organization, School Government, History of Education, School Laws of Massachusetts, Child Study, observation either in the model school or in a large high school, practice in teaching.

Electives.—The principles and method of teaching any of the subjects of the regular course.

Candidates are admitted to this course without written examination. A minimum of twenty periods per week is required, and when the course is successfully completed a diploma is granted.

The work is adapted to the special needs of the class. All the facilities of the normal and model schools are available, and also the use of the Brockton high school for observation purposes.

COURSES IN DETAIL.

ENGLISH LANGUAGE AND LITERATURE.

English I.—The elementary facts of language are organized from the teacher's standpoint: language as any mode of expressing thought; kinds of language,—(a) the language of action, considered with reference to life and conduct in the schoolroom, in the street and in the social relations; (b) conventional language,—sign, oral, written,—with the special uses of each variety and something of its history. Oral and written language considered as the necessary and usual modes of expression: analysis of the spoken word,

to discover elementary sounds, syllabication and accent, with their bearing upon correct pronunciation; analysis of the written word to discover relations between sound and symbol and their bearing upon correct spelling; oral and written application of these analyses to the teaching of children. Etymology briefly treated as a key to the meaning of new words. Elementary composition, oral and written, with reference to choice of words, note-taking, letter writing, social forms, and the teaching of composition in the grades. Students begin to conduct class exercises.

English II — Grammar. The facts of sentence construction organized. Constant discussion of the value of these facts (*a*) to the teacher, (*b*) to the general student, (*c*) to children of all grades. Language lessons and grammar compared,—definition, value and place of each in a graded course of study. Class exercises conducted by students.

English III. — A wide course of individual reading; careful study of selected works. Full discussion and frequent themes; practice in speaking and writing in many ways. Composition: development of literary sense; development of appreciation of a piece of English; development of the power of literary expression; unity, mass and coherence, in sentence, paragraph and chapter; description, narration, exposition, argumentation.

English IV. — History of the English language. Poetry,— simple types of narrative, emotional and reflective poems; more elaborate poetical works. Prose,—essays of Bacon, Addison, Lamb, Macaulay. Characteristics of thought and diction, with biography of authors and collateral reading, as a basis for the study of literature in the different grades of schools.

English V. — Periods into which the English language and literature are divided; historical characteristics of each period; changes which have taken place in the language; classes of literature most prominent in each period, and representative authors; lives of authors, to discover their relation to their times; illustrative works of each author read and discussed for the discovery of thought and expression; some attention to prosody and to typical forms of verse,—Anglo-Saxon meters, the sonnet, blank verse, etc. Students prepare topics and questions and conduct class exercises.

English VI. — Individual study of courses elected by the student. The courses, which aim to be intensive, are carried on by means of syllabi, conferences and written reports, leading to a final thesis.

VOCAL EXPRESSION.

The department of expression aims: (*a*) to develop imagination, sympathy, concentration and continuity of thinking in the student; (*b*) to develop the student's love and appreciation of literature, and to make these the vital basis of the art of reading; (*c*) to present proper methods of dealing with the vocal interpretation of various forms of literature; (*d*) to teach the student how to arrive at a decision of his own on public questions, and how to give practical oral and written expression to his own constructive thinking; (*e*) to correct defects of articulation and pronunciation and acquire for the student correct and cultured speech; (*f*) to free all avenues of expression, so that thought and feeling may speak through them directly and convincingly.

The course prepares students to teach reading and all related subjects in the public schools; to conduct public meetings, and literary and debating societies; to organize and conduct public entertainments. Finally it aims to develop and unfold in students a realization of that self-control, self-reliance and power which will prepare them for their future duties as members of the teaching profession, and which will also fit them to be citizens of influence in any community.

I. *Reading, Phonology, Platform Speaking.*—Study of the primary elements of thinking in their relation to reading and speaking; pause, phrasing, touch, change of pitch, inflection; elementary sounds of the English language, as a basis for good speech and as a preparation for teaching reading in the public schools; correct breathing, and right production and use of tone; platform speaking, as a means of securing control of the mind and correct carriage of the body.

For the men, special emphasis is placed upon extemporaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body; study of scenes from standard dramas, with a view to establishing conversational form, natural movement upon the feet, and freedom from self-consciousness; platform speaking.

II. *Reading, Vocal Culture, Story Telling for Children.*—Logical relation of ideas, modes of emphasis; conditions and qualities of tone; the use of the body in expression; story telling as a

preparation for public school work; one extemporaneous speech prepared for the platform.

For the men, logical relation of ideas, and modes of emphasis in vocal expression; written exercises in exposition, with a view to organization of interests for public address; extemporaneous speaking.

III.—Advanced exercises in voice and pantomime; movement and tone color in vocal expression; one monologue or short story prepared for platform delivery; study and presentation of one of Shakespeare's plays.

For the men, study of the lives of representative orators and typical orations; written exercises, which shall include the formal report, the public letter, the editorial, the eulogy, the commemorative address, and the dedicatory address.

IV.—Elective individual courses; advanced problems in literary interpretation, platform art, story telling for children, visible speech.

For the men, study of principles of debating and public speaking; preparation and delivery of short addresses on original topics; preparation of briefs; practice in debating, individually and in teams.

MODERN LANGUAGES.

Modern languages are studied so that they may be used in intercourse with people who speak those languages. Correct pronunciation, therefore, is the first requisite; this, combined with careful ear training, soon enables the student to think in the language he studies. Much reading and conversation will give quickness in understanding and fluency in speaking.

French I.—Elementary and advanced divisions of the class are formed, according to the preparation of the students. *Minimum*,—pronunciation, the essentials of grammar, reproduction, reading of stories. *Maximum*,—reading of *Les Trois Mousquetaires*, conversation, ear practice.

French II.—*Minimum*,—essentials of grammar finished, reproduction, reading of *Madame Thérèse*, conversation, ear practice. *Maximum*,—the finishing of *Les Trois Mousquetaires*, explaining in French what is read; reading of *Le Cid*, with conversation on the text read.

German I.—Object,—to pronounce correctly, to be able to understand ordinary German when seen on the printed page and when spoken, and to speak it. Method,—alphabet, essentials of grammar

as far as the reflective verb; much reading, reproducing and listening to reading, conversation; practice German script.

German II. — Finishing grammar, reading of 150 pages of German literature, ear practice, conversation and story telling.

LATIN AND GREEK.

These subjects are studied mainly for the purpose of increasing the power of expression in the vernacular by careful and accurate translation; also by constant study of etymology and derivation, to gain a knowledge of the meaning of English words derived from Latin and Greek.

Latin I. — Practice in conducting classes. Special reading: Cicero, — *Epistolæ* and *De Officiis*.

Latin II. — Reading of Livy and Plautus. Syntax of the verb, reproduction, composition.

Latin III. — Reading of Quintilian and Horace. Method of teaching Cæsar, Cicero and Vergil.

Greek. — Object,— to lay a good foundation for the study or teaching of Greek. Alphabet, inflection, exercises, reproduction, translation of the *Anabasis*.

GEOMETRY AND TRIGONOMETRY.

Geometry I. — Analysis of the subject, to show what it includes and to determine its educational value. Observation and definition of forms; derivation of principles of logical division; occurrence of geometric forms in nature and in architecture. Inductive observational work with simple theorems and practical applications, including field exercises. Construction: (1) with ruler, square and protractor; (2) with ruler and compasses. Mensuration of areas and volumes; working formulæ derived and applied practically. Syllogistic reasoning explained and applied to a few theorems. Conducting exercises and discussion of methods, with reference to grammar school geometry.

Geometry II — Teaching of definitions by the students to acquire the art of definite questioning. A study of the axiom in all of its bearings. Review of the demonstration of a few typical propositions in plane geometry to teach the meaning of proof by syllogism; study of the method of teaching by consideration of the first book in solid geometry through individual, original work by each student. With the principles of the subject established, the course of study in obser-

vational,ventional and demonstrative geometry is considered, special attention being given to the correlation of arithmetic, algebra and geometry. Application of geometry to practical life, with special reference to the facts and principles used in the industries. Pedagogical value of the subject; its place and importance in the curriculum.

Geometry III.—Original demonstrations in solid geometry; problems in application of principles. Methods of teaching, with practice.

Geometry IV.—Plane analytical geometry.

Trigonometry.—Plane,—application in finding distance and areas; use of the transit. Spherical,—applications, as in finding great circle distance, and in calculating length of days and times of sunrise and sunset.

ARITHMETIC AND ALGEBRA.

Arithmetic.—The analysis of the subject, to show what parts shall be used in teaching. The study of the principles of the system of numbers; the expression of numbers, the operations upon and the relations of numbers. The method of laying out and teaching the subject in primary and grammar grades. Study of the applications of arithmetic, and of commercial papers and mensuration, for the method of teaching; how to conduct class exercises; the preparation and use of appliances and devices.

Bookkeeping.—The analysis of the subject, to show what it includes. Exchange of property, accounts, single and double entry, for the principles of the subject and the method of teaching. Its relation to arithmetic as an application of the fundamental principles of that subject, and the use of bookkeeping in practical life, are emphasized.

Algebra I.—The subject is analyzed, to show what it includes, and to determine its pedagogical value. Literal notation, negative numbers, and the use of the numerical processes in simple equations are reviewed, for the purpose of determining the principles of the subject. The practical value of algebra is emphasized in solving problems from arithmetic, geography, physics, and other subjects in the curriculum. The method of teaching elementary algebra as an extension of arithmetic is carefully considered.

Algebra II.—A study is made of the principles of the subject,

and of the method of laying out lessons and teaching the various topics. Pedagogical value of the subject; its place and importance in mental development; its practical value in solving problems in arithmetic, geometry, physics and astronomy, as well as its value as a stepping-stone to higher mathematics.

Algebra III.—Quadratics; permutations and combinations; progression; higher series; use of undetermined coefficients; binomial theorem; logarithms. Practice in conducting class exercises.

PHYSICS AND CHEMISTRY.

Physics I.—Qualitative study of the divisions of the subject,—for acquaintance with principles; for training in the interpretation of common phenomena—production of dew, fog, clouds, rain, frost and snow, ocean and atmospheric currents, land and sea breezes, floating of ice, tides, rainbow, twilight, eclipses, echoes, lightning; for the understanding of common instruments, machines and processes,—pumps, siphon, waterworks, barometer, thermometer, heating of buildings, production of artificial cold, use of double walls and windows, musical instruments, sewing machine, steam and gas engines, microscope, electric bell, telegraph, telephone, electric lighting (arc and incandescent). Quantitative work, involving many of the principles previously studied. Usefulness and value of the subject as an instrument of education.

Physics II.—Qualitative work of course I.; more extended quantitative work than in course I. in general measurements and in the mechanics of solids and gases; graphical expression of results; solution of problems; practice in the original preparation and presentation of subjects.

Physics III.—Quantitative study of important principles in acoustics, optics, heat, magnetism and electricity; solution of problems; laying out of subjects, preparation of apparatus and teaching by students; collateral reading, and acquaintance with some of the best books on physics; practical applications of principles.

Chemistry I.—Laboratory study of air, fire, water; of alkalis, acids and salts; of common metals and alloys,—to acquaint the students with the important facts of their chemical environment and to show how this knowledge can be used in the related school subjects and in practical life. Emphasis is laid upon applications to home activities, agriculture and manufacturing. Ability to use ex-

periments in teaching is sought through conducting and presentation exercises.

Mineralogy I. — Laboratory study of the common minerals, rocks and soils; their characteristics, varieties, uses and more obvious relations; special application to agriculture. Each student is furnished with needed appliances, reference books and specimens. Interesting correlations are made with elementary chemistry, geography and nature study. Uses of mineral bodies in manufacturing and building, and for decorative purposes.

Chemistry II — Laboratory study of the chemistry of air; combustion and fuels; drinking water; alkalis, acids and salts; metals and non-metals; bleaching and dyeing; foods. Methods of investigation, conditions of success, ways of recording, probable reasoning; use of reference books; practice in conducting class exercises. Constant pertinent application to related school studies and to the activities of practical life.

Mineralogy II. — Minerals, rocks and soils,— their properties, varieties, classification, and relation to plants, animals and man. Laboratory exercises, to teach the method of determining the physical and chemical properties of mineral substances. Field work and individual collections, to familiarize students with the material to be used in schools. Class discussions, recitations and teaching exercises, to sift the facts, emphasize the essentials, show the meaning and value of minerals in nature and their special application to agriculture.

Chemistry III. — *Qualitative analysis*,— to learn how to organize chemical facts for a practical purpose, and to gain breadth of chemical knowledge and mastery of laboratory technique. Study and identification of basic ions and acidic ions, and complete analysis of substances unknown to the student. Use of standard reference books.

Chemical Theory. — Study of standard works for an acquaintance with current theories; making of charts; class exercises, for clear exposition and application. Verification in the qualitative analysis.

Determinative Mineralogy. — Analysis of minerals in the laboratory, using Brush's *Manual* as the guide.

Chemistry IV. — Quantitative analysis, water analysis, milk analysis, soil analysis. Students may elect any one of the foregoing lines for thorough study, or typical problems in each of the lines.

BOTANY AND ZOOLOGY.

Nature Study. — This course includes laboratory and field study of seed distribution and germination, plant growth and habits, the influence of adaptability in competition, the influence of cohesion and adnation in production of seeds, the most common trees, lichens, mosses and ferns, the land birds of the vicinity, the metamorphosis of insects, and lessons on domestic animals.

School Gardens. — This part of the course is intended to fit the students to plan and conduct a school garden. To that end the fundamental principles of agriculture are taught, experiments are made and recorded, and each pupil plans, plants and cultivates a small garden.

Botany I. — Study of plant forms from the simpler to the more complex types; power of adaptability of each type; experiments in growth, respiration, digestion, and propagation; analysis of higher plants.

Botany II. — Cryptogamic plants,— microscopic study of selected types in each division of flowerless plants, to trace the advance in vegetative and reproductive structure.

Zoölogy I. — Laboratory study of animal types; variations of each type in its adaptation to environment; plans of development; classification.

Zoölogy II. — Dissection of sea anemone, worm, lobster, fish, frog, bird, cat.

Zoölogy III. — Field and laboratory study of the life history of ten animals, recorded and illustrated; permanent mounts for the microscope prepared.

PHYSIOLOGY AND HYGIENE.

The following lines of work are taken up:—

1. The human body as a whole, for its external and structural parts, its general plan and its building materials.
2. Laboratory work, for a knowledge of tissues, structures and processes.
3. The various systems of the body, for (*a*) the essential facts of anatomy, (*b*) the functions of the various systems and organs, (*c*) the fundamental laws of health. Special attention is given to the digestive and nervous systems.

4. Effects of alcohol and narcotics.
5. Foods and food values.
6. A study of the principles of sanitary science, including such topics as (*a*) ventilation and heating, (*b*) plumbing and drainage, (*c*) water and milk supply, (*d*) bacteria in relation to disease, (*e*) contagious and infectious diseases, (*f*) school hygiene.

7. Practice in preparing materials and conducting class exercises. Study of graded course in physiology, to determine its adaptation to practical school work.

The subject is taught by the aid of a human skeleton, a life-sized manikin, various models and charts, specimens of internal organs, experiments, and the dissection of specimens from the lower animals. The various tissues of the body are studied by means of microscopic sections and lantern slides.

GEOGRAPHY AND GEOLOGY.

I. **Physiography.**—Laboratory exercises and field work, to discover the agencies producing changes in the crust of the earth, with special reference to teaching physical geography. Method of deriving theories of the structure of the earth, with emphasis on local geology. Each student has his place at the tables, analyzes rocks and soils, makes collections, and prepares class exercises.

II. **Geography.**—A study of man's physical and social environment as determining his activities and development. The following lines of work are taken up:—

(1) The earth as a planet, for the underlying principles of astronomical geography, including the effects of the earth's rotation and revolution. (2) The atmosphere, for the great laws of climate. (3) The ocean as a modifier of continents and climate and as a great commercial highway. (4) The evolution of topographic forms and the uses which man makes of them, with the qualities which render them thus useful. (5) The people in their industrial and institutional life, including the development of the great industries and institutions among men, and a comparative study of the great commercial nations. (6) Locational geography, to fix important facts of location for general intelligence. (7) Field work and laboratory exercises, for the practical application of principles learned. (8) The preparation of materials and exercises for teaching. (9) Prac-

tice in conducting class exercises. (10) The study of a graded course in geography, to determine its adaptation to practical school work.

An excellent electric lantern, with a good collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts and instruments are constantly accessible to the student.

III. Geology. — Laboratory study of rocks and fossils of different periods; field work on the local geology of the State; reading of the best authorities. Preparation of maps and other material for teaching.

ASTRONOMY.

Observations on the sun, moon, stars, planets, comets, meteors and nebulæ, as a foundation for astronomical theory. Each student learns to recognize in the heavens at least twenty-five constellations, and to represent the same upon a planisphere. The mythology connected with the various configurations is noticed. Study of the terrestrial and celestial spheres in their relation to each other, of the heavenly bodies, and of the astronomical theories of the varied phenomena of the universe. The method of bringing these fascinating astronomical facts to the attention of the children in the schools is considered. The practical value of astronomy in chronology, navigation, geodesy, surveying, exact time, and many other lines of study is emphasized. Students have the aid of a telescope with four-inch object glass.

HISTORY.

I. English History. — A brief study is made of the great movements in the development of English institutions, for the purpose of finding the principles on which United States history is based, and for understanding the conditions that led to the settlement of America.

II. American History. — The organization of American history into its great periods of development is made the basis of history teaching. In each period the students determine the problem to be worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crises, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bear-

ing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civic service on the part of each individual. The work is conducted in the library of history, to teach how to use a library. Use of lantern slides; preparation of maps and tables; use of pictures, and study of sources of history; practice in conducting drill exercises and discussions; arrangement of a graded course of study; how to use the text-book.

III. General History.—The principles of historical development, as derived from the study of the progressive development of human society in the Oriental, Classic and Teutonic nations; use of the historical library in the preparation of abstracts of topics for teaching, these forming the basis of class discussion; preparation of outlines, comparative maps and tables of time; plans for school exercises; practice in conducting discussions; use of historical pictures.

VOCAL MUSIC.

1. The principles of musical expression and their application, including the right use of the voice and individual sight singing; rote songs, ear training, melody writing, study of intervals, chords and the elements of harmony; musical history and biography. These subjects are considered in their relation to grade work, and opportunities are given for conducting the class. In the latter part of the student's course opportunity is given for teaching in the grades.

2. Chorus practice twice a week throughout the students' course. The study of musical form, and the analysis of masterpieces by means of the pianola.

3. A glee club is organized for the ladies, and there is an orchestra for those who play upon instruments.

THE MANUAL ARTS.

It is the purpose of the course in the manual arts, (1) to cultivate appreciation, and the power to discover the beautiful in nature and in the work of the craftsman; (2) to give opportunity for the development of the creative power of the student through constructive and decorative design; (3) to enable the student to acquire some skill in the technique of drawing and in the construction of articles from the more important materials used in the industries. The subject is

studied in its three phases,— pictorial effects, enrichment and construction.

Pictorial Effects.—The study of pictorial effects develops an interest in the elements of a picture: form, value, color, perspective, composition, light and shade, textures. It gives power to express these elements in silhouette, outline and light and shade, by means of the crayon, brush, pencil, pen and charcoal.

Enrichment.—The study of decoration renders familiar the units of design,—geometric, natural, abstract,—and their orderly arrangement for balanced, rhythmic and harmonious effects of form and color. Knowledge of historic ornament is acquired.

Construction.—The study of construction gives a knowledge of form, and the power to express such knowledge through working drawings, both freehand and mechanical.

Industrial Work.—Construction—the study of the best methods of making articles—and enrichment—the study of harmonious decoration—introduce the student to the industries. This subject implies a knowledge of the origin of materials, their refinement for the market, and the commercial value of the product. The student constructs his own designs for the articles to be made, both for their form and for their decoration.

The use of materials of one dimension—*e.g.*, worsted, cord, thread, raffia, reed, cane—involves the processes of braiding, knotting, crocheting, knitting, sewing, embroidery and weaving. Knowledge of these processes and skill in handling the materials render possible the making of mats for the table, for the floor, for plants and for piazza seats; work, waste and lunch baskets; bags for shopping, for books and for work; articles of clothing, both plain and embroidered.

The use of materials of two dimensions—*e.g.*, paper, cardboard, leather, metal, thin wood—involves measuring, drawing, cutting, pasting, covering, lining and assembling. Familiarity with these materials and processes enables one to make envelopes, calendars, toys and games, blotter and note pads, portfolios, boxes and books. Printing, and the covering, repairing and rebinding of books form part of this course.

The use of materials of three dimensions—*e.g.*, clay and wood—involves the processes of modeling and carving and the use of carpenter's tools. Plant and animal forms are modeled from nature;

fables and stories are illustrated; historic ornament is reproduced; and original designs are executed in relief. A study of ceramics is made, and pottery forms are built. The course in the workshop includes instruction in the make-up, care and use of tools; a study of wood and hardware, to insure intelligent selection of materials on the basis of cost and adaptation to the purpose; a study of models, working drawings and specifications, to get clear ideas of the articles to be made and the order of procedure; invention, and the making of independent drawings, to promote individual initiative, discover aptitude and develop taste; and construction at the bench, to conquer difficulties, train the hand and give honest expression to the ideas. Articles needed for use in school work, or by the students for any special purpose, may be made as a part of the work of the course.

I. Elementary Course. — In the elementary course of the school an *introduction* is afforded to the different forms of the manual arts.

II. Regular Course. — In the regular course the full outline is offered in pictorial, decorative, constructive and industrial work.

III. History of Art. — A chronological study of art epochs, giving more particular attention to Greek art of the fifth century and Italian art of the sixteenth century. The study is from the aesthetic and interpretive rather than the historic and technic points of view.

PHYSICAL TRAINING.

Gymnasium work is required twice a week during the student's course. Arrangements are made at the beginning of the course for the gymnasium dress and shoes; bathing cap and towels are also required. The initial expense is expected to cover the whole course.

The purposes of this department are:—

1. To aid the student in attaining his highest degree of physical efficiency and bodily symmetry; to stimulate and strengthen his co-ordinative faculties and establish the proper relation between his mental and physical powers.
2. To enable him to detect the sense deficiencies of children, to recognize the faults of posture or growth and prevent the abnormalities of the sitting and standing positions characteristic of the schoolroom.
3. To furnish him with means to improve and preserve the physical integrity of the pupils entrusted to his care.

The theoretical and practical work is based upon the principles of the Swedish Ling system, adapted to American needs. The course includes: (1) Practical talks on personal hygiene. (2) A study of the principles and applications of educational gymnastics, with special attention to the effects of gymnastic exercises. (3) Instruction and drill in gymnastic positions, movements and exercises. (4) Squad and class drills directed by students. (5) The analysis of plays and games suitable for the schoolroom and school yard. (6) Observation of gymnastic work with children and practice in teaching them under public school conditions. (7) Emergency lessons: checking the flow of blood, resuscitation, transportation, and practical treatment of the common accidents and emergencies of school life. (8) Classic dancing, rhythmic exercises and æsthetic movements according to the Gilbert system. (9) Folk lore dancing. (10) Corrective gymnastics. (11) Anthropometry in its application to the strength tests of the students, and instruction in measurements of school children.

Athletics.—In the fall and spring, as the weather permits, the lawns surrounding the school buildings and the campus are used for games with students and children.

Instruction is given in basket ball and hockey, both for the recreative element in them and to furnish a means of establishing the teacher's attitude toward wholesome sport and hygienic athletics for girls and boys.

PSYCHOLOGY AND PEDAGOGY.

I. Elemental Psychology.—The study of the functions of the normal school, to indicate distinctly the principles and the method of the teaching in the school in all its lines of study.

II. The Nature and Scope of the Teacher's Work and his Preparation for its Accomplishment — 1. *The educational study of man* to find the principles of education which underlie all true teaching, including the study of the structure, function and normal action of the human body as the instrument of the mind. The study of the mind in its threefold activity of thought, feeling and will, through observation of its activity in self and in other minds, and by hearing and reading the testimony of other observers of mind.

2. *The consideration of the educational study of subjects* to get the principles of the subject, to learn why it should be taught, to find its pedagogical value.

3. *The analysis of the art of teaching*, to find definite directions for the practice of the art, considering the special study of human nature; of the individual pupil; the selection and arrangement of subject matter; the presentation of truth; the motives to study; study by the pupils; examination of pupils; object and method of criticism; the teacher's daily preparation.

4. *The study of school organization* to find what it is to organize a school; the advantages of a good organization; opening of the school; classification of the school; distribution of studies; arrangement of the exercises; provisions relating to order.

5. *The study of the principles of government* to find what government is; what government requires in the governor and in the subject; what school government is; the basis of the teacher's right to govern; the end of school government; the motives to be used in school government and the method of their application.

6. *The observation and practice of teaching* to see the aim, motive, method and product of teaching exemplified in the good home and the good school.

7. *The study of the teacher's personality* to find how to make himself most acceptable to those for whom and with whom he works.

III. School Laws of Massachusetts.

IV. History of Education I.—The purpose of this course is to trace the great typical movements in educational development as the basis of progress in educational theory and practice; to broaden the horizon of the teacher through an acquaintance with the work of a few great leaders in education; to emphasize the relation of the spirit and environment of a people to their elementary and higher education; to lay a foundation for future educational reading and discussion.

V History of Education II.—The development of educational principles is traced from early times to the present, through a study of institutions, methods and great leaders. History of educational development in England, United States and Massachusetts. The library method of study is used in this subject.

TRAINING DEPARTMENT.

The purpose of the model school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It includes the kindergarten and the nine

elementary grades of the public school of the center of the town. It has a principal and twelve regular teachers for training the students.

Course I.—Observation in the model school, to give familiarity with schoolroom conditions and methods. The students observe class exercises and discover their unity and purpose, and the steps in their development; they give attention to incidental training to learn how to establish right habits of activity; they discover in the details of schoolroom management how the control of a school is secured. The observation extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Course II.—School hygiene, to develop sensitiveness to physical conditions in the child and his environment. The course includes the hygiene of the schoolroom (lighting, heating, ventilation, etc.), and the personal hygiene of the child with special reference to physical abnormalities, *e.g.*, defective sight, hearing, voice, posture and fatigue. The material for study is obtained by observation in the grades, and by reading, introspection, experimentation and discussion.

Course III.—Child study, to give sympathy, and a general knowledge of children before beginning to teach them. The course includes: (1) observation of children; (2) teaching individual children; (3) reading and discussion, to find the value and methods of child study, the principles of general development, the characteristics common to children in the same stage of growth, individual variations resulting from heredity and arrested development, and habit formation; (4) the course of study as an outcome of the knowledge of child development.

Course IV.—Practice in the model school. After careful observation in a grade to know the children, the students serve as assistants, conduct class exercises, teach different subjects, and finally, when sufficient skill in school management has been attained, take charge of the class. A special study of school administration is made by systematizing the results of observation, reading and discussion.

Course V.—Observation and practice in other schools in Bridgewater and in near-by towns, for breadth of experience. Opportunity is given for substituting. An intensive study of pedagogical literature and of some one of the leading educational problems of the day is carried on by each student when not teaching.

Course VI. School Administration and School Supervision.—This course is offered to all men of the school and to those women who are fitting for positions as principals and general supervisors. The work in school administration includes a study of the fundamental principles of school management, together with the methods and devices best adapted to promote self-control in the pupils. It furnishes opportunity to study some of the executive problems in the modern graded school, and to become acquainted with some of the leading methods of instruction, classification and promotion of pupils. The students are introduced to the duties of a principal in organizing his school, so as to promote the physical, mental and moral welfare of the pupils and increase the efficiency and helpfulness of the teachers; they are also given practice in the keeping of records, computing school statistics, making reports and ordering text-books and supplies. As prospective principals or superintendents, they make a careful study of such problems as are included in the location, construction and furnishing of a modern school building, with best methods of lighting, heating and ventilating the different types of school houses.

KINDERGARTEN-PRIMARY COURSE.

The work of this course divides into three groups, as follows:—

1. *Subjects in the Regular Course of Studies.*—Geometry, arithmetic, physiology, English I. and III., biology, vocal expression, vocal music, manual arts, gymnastics, English literature, general history, history of art, history of education, the educational study of man.

2. *Kindergarten Theory and Practice.*—This group includes Froebel's mother play, with collateral reading, to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life; the psychology and practical use of the gifts; Froebel's occupations and other handiwork adapted to little children; classification of songs, games and stories, with a study of their educational value and practice in their use; program work, including the adaptation of all material to children of different ages, and a comparative study of other programs; observation and practice in the kindergarten.

3. *Primary Methods and their Application.*—This includes observation in all grades of the model school; school hygiene and child

study as outlined in courses I., II. and III. of the training department; a study of the pedagogical value of the elements of the culture subjects (nature study, geography, history, literature, the fine arts), together with a study of the methods and material used in teaching them; a psychological and comparative study of historic and current methods of teaching reading, writing and number; teaching in grades I., II. and III. *The greater part of the practice teaching may be done in the primary or in the kindergarten grades, as the student elects.*

DISCIPLINE.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct.

REGULAR ATTENDANCE.

1. Regular and punctual attendance is required of every member of the school. The work to be accomplished is great, and the school year is short. The advantages of the school freely offered by the State to the students are expensive, and the State has a claim upon the student for the faithful use of them. No student can afford to lose a single school day, unless it is absolutely necessary that he should do it.

2. Students must not make arrangements involving absence from any school exercise without previously obtaining permission. Students who are necessarily absent must make up the work. Students must return punctually after any recess or vacation, and must continue until all are excused.

3. When a student finds it necessary to withdraw from the school,

he must return the books and other property of the school and receive regular dismission; otherwise, he must not expect to receive any endorsement from the school.

TEXT-BOOKS AND PECUNIARY AID.

The use of text-books in all the studies is free.

The State makes an annual appropriation of four thousand dollars for the normal schools which is given to students from Massachusetts who are unable, without assistance, to meet all their expenses, and who stand well in their studies; but **this aid is not furnished during the first half year of attendance**, and it is not given to students from Bridgewater. "Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid."

A loan fund, at present amounting to over \$800, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The provisions for its use are prescribed by a financial committee of the faculty.

GRADUATION, EMPLOYMENT.

The statute laws of Massachusetts require that teachers in the public schools of the State shall be "persons of competent ability and good morals," and that they shall have the power to teach and govern the schools. The candidate for graduation from the State normal school must therefore fulfil the following requisites:—

1. He must have competent ability, as shown by his personality.
2. He must have good morals.

3. He must have passed satisfactorily the examinations in the prescribed course of studies.

4. He must show the ability to teach and govern in his practice work.

SCHOLARSHIPS FOR GRADUATES.

There are four scholarships at Harvard University for the benefit of normal schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free. The incumbents are originally appointed for one year, on the recommendation of the principal of the school from which they have graduated. These appointments may be annually renewed on the recommendation of the faculty of the university. Credit for subjects in the regular course is given both at Harvard and at Radcliffe.

REGISTER OF GRADUATES.

A record of the post-office address of each graduate, and what he is doing, is kept, that the principal may communicate with him promptly, and aid him to better positions. The graduates of the school are in quick demand. During recent years the majority of the graduating class were engaged to teach before they graduated, by superintendents and school committees who came to the school to see their work. The graduates find places according to their ability and experience.

TILLINGHAST HALL.

WOODWARD HALL.



VISITORS AND CORRESPONDENCE.

The school is always open to the public. Parents and friends of the students, school committees, superintendents, teachers, and any others who are interested in seeing its method and work, are cordially invited to come in at their convenience, and to introduce young persons of promise who may desire to avail themselves of its advantages.

Superintendents of the schools may help the schools under their supervision, and principals of high schools may help their own pupils, by encouraging those graduates of high schools who have the aptitude and fitness for the work, to attend the normal school and make special preparation for teaching.

The principal will be glad to receive from superintendents and other school officials copies of their reports, courses of study, and other documents of common interest, and will be pleased to reciprocate the favor.

RESIDENCE HALLS.

Mrs. IDA A. NEWELL, Matron.

Mrs. C. H. BIXBY, Assistant Matron.

Miss ROSE E. JUDGE, Resident Nurse.

WILLIAM S. GORDON, Engineer.

WILLIAM MOORE, Superintendent of Gymnasium and Grounds.

The State has erected and furnished three pleasant and commodious halls, to accommodate teachers and students. The halls are under the charge of the principal.

Normal Hall includes the offices, reception and reading rooms, the dining room, work rooms, toilet and trunk rooms, and sixty-two residence rooms. The west wing of this Hall is occupied by young men.

Woodward Hall has sixteen large, well-lighted residence rooms, with toilet and trunk rooms.

Tillinghast Hall, a fine brick building completed in August, 1896, is handsomely furnished, and contains thirty-seven residence rooms, with toilet and trunk rooms.

Two students occupy one room. Each room is supplied with furniture, including mattress and pillows, is heated by steam, lighted by gas and electricity, and thoroughly ventilated. The rooms are furnished with single beds. The reading room is supplied with newspapers, periodicals and books for the use of the students.

The regulations of the Board of Education require that the boarders shall pay the current expenses, which include **table board, heating, lighting, laundry and service**. The aim is to make these expenses not more than eighty dollars a term for each young woman, and not more than eighty-five dollars a term for each young man. The young women take care of their rooms. These rates are made on the basis of two students occupying one room, and do not include board during the recess. An extra charge is made when a student has a room to himself. This arrangement can be made when the rooms are not all taken.

The price of board for a period less than one quarter, or ten weeks, is four dollars and twenty-five cents per week. No deduction in the price of board is made for an absence of less than one week.

In the assignment of rooms precedence is given to those who have been longest in the school. Tillinghast Hall is occupied chiefly by senior students. The assignment of rooms to students in the school is made just before the close of the spring term.

PAYMENTS.

Forty dollars is to be paid by each young woman, and forty-two and one-half dollars by each young man, **at the beginning** of the term; and the same amount by each **at the end of ten weeks** from the beginning of each term. These payments are required to be **strictly in advance**. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices. All school bills must be paid before a diploma is granted.

FURNISHINGS.

Each boarder is required to bring bedding, towels, napkins and napkin-ring, and clothes-bag. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name. The equipment needed for gymnasium work is as explained under Physical Training; arrangements for these articles must be made with the instructor in the department.

WHAT THE SCHOOL OFFERS.

It invites students to a plant costing \$500,000, in one of the pleasantest locations and having one of the best-equipped school buildings in the country.

Its grounds include a square of nearly four acres, on which are the buildings, a beautiful campus of six acres, a fine chestnut grove of one-half acre, an athletic field of two acres, and a natural science garden of nearly two acres.

It has eleven laboratories, scientific and industrial, furnished with modern appliances and superior collections of specimens for class use.

It has a library of 10,000 volumes in the different departments.

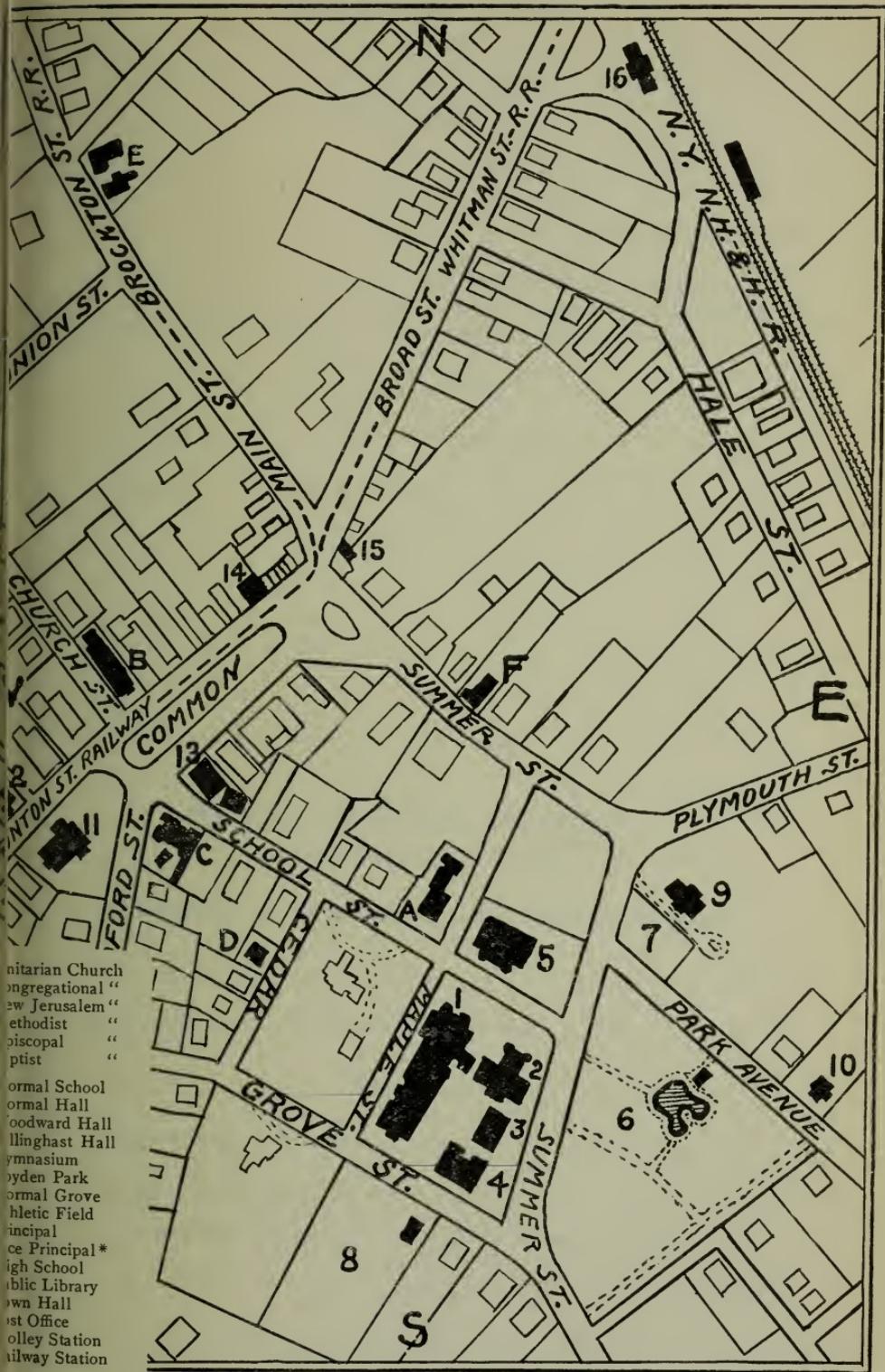
It offers six courses of study, the product of sixty-five years of experience.

It has a practice school of nine grades and a kindergarten. Tuition and use of text-books are free.

It provides for good living at the minimum cost. It has three pleasant, commodious residence halls, furnished, heated by steam, lighted by electricity, and well ventilated. Rent of rooms and use of furniture are free. Board, including table board, heating, lighting, laundry, and service, is furnished at wholesale cost prices.

It offers pecuniary aid to students who are unable to meet their expenses and who stand well in their studies.

It has a first-class, modern gymnasium, and athletic fields.



Office discontinued.

**STATE NORMAL SCHOOL,
BRIDGEWATER, MASS.**

**Certificate Required for Admission to a Preliminary
Examination.**

1909.

_____ has been a pupil in the _____ School for three years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof:—

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

**STATE NORMAL SCHOOL,
BRIDGEWATER, MASS.**

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY THAT M _____

is a regular graduate of a four years' course of the _____

High School.

Average standing in studies is _____

Average standing in conduct is _____

Any additional information may be given by personal letter.

Principal.

1909.

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STATE NORMAL SCHOOL
BRIDGEWATER : : MASS.

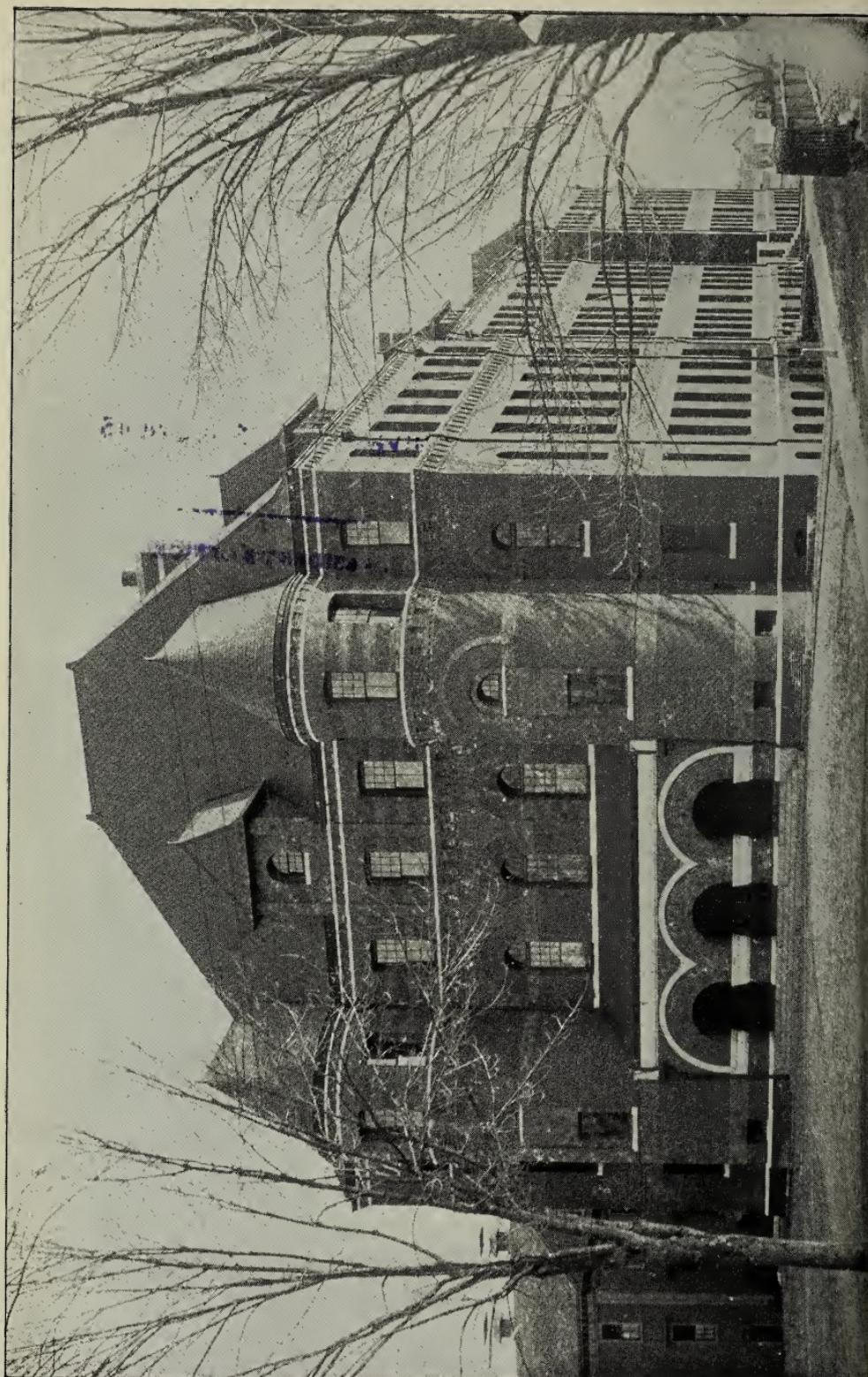
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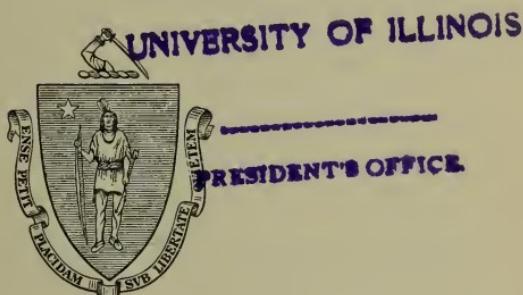
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BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS



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WRIGHT AND POTTER PRINTING COMPANY
STATE PRINTERS, 18 POST OFFICE SQUARE
1910

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- MYRA E. HUNT, Grade VII. NEVA I. LOCKWOOD, Grade II.
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- JENNIE BENNETT, Grade V. FRANCIS P. KEYES, Kindergarten.
- BERTHA O. METCALF, Grades V., VI.

[Figures in light face indicate no session.]

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| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

OCTOBER.

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| .. | .. | .. | .. | .. | 1 | 2 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | .. | .. | .. | .. | .. |

APRIL.

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| .. | .. | .. | .. | .. | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 27 | 28 | 29 | 30 | 31 | .. | .. |

OCTOBER.

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| .. | .. | .. | .. | .. | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

JUNE.

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| .. | .. | .. | .. | .. | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | .. | .. |

DECEMBER.

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| .. | .. | .. | .. | .. | 1 | 2 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

JUNE.

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| .. | .. | .. | .. | .. | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

DECEMBER.

| S | M | T | W | Th | F | S |
|----|----|----|----|----|----|----|
| .. | .. | .. | .. | .. | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

CALENDAR FOR 1910-1911.

1910.

| | | |
|-----------------------------------|-----------------------------|---------------------------|
| First term ends . . . | Friday night . . . | January 28. |
| Second term begins . . . | Monday morning . . . | January 31. |
| Spring recess begins . . . | Friday night . . . | March 18. |
| Spring recess ends . . . | Monday night . . . | March 28. |
| Public graduation . . . | Wednesday . . . | June 22, 10 A.M. |
| First entrance examination . . . | Thursday and Friday . . . | June 23 and 24, 9 A.M. |
| Second entrance examination . . . | Tuesday and Wednesday . . . | September 6 and 7, 9 A.M. |
| School year begins . . . | Thursday . . . | September 8, 9 A.M. |

1911.

| | | |
|-----------------------------------|-----------------------------|---------------------------|
| First term ends . . . | Friday night . . . | January 27. |
| Second term begins . . . | Monday morning . . . | January 30. |
| Spring recess begins . . . | Friday night . . . | March 17. |
| Spring recess ends . . . | Monday night . . . | March 27. |
| Public graduation . . . | Tuesday . . . | June 20, 10 A.M. |
| First entrance examination . . . | Thursday and Friday . . . | June 22 and 23, 9 A.M. |
| Second entrance examination . . . | Tuesday and Wednesday . . . | September 5 and 6, 9 A.M. |
| School year begins . . . | Thursday . . . | September 7. |
| Thanksgiving recess begins . . . | Tuesday night . . . | November 28. |
| Thanksgiving recess ends . . . | Monday night . . . | December 4. |
| Christmas recess begins . . . | Friday night . . . | December 22. |
| Christmas recess ends . . . | Monday night . . . | January 1. |

MODEL SCHOOL.

1910.

| | | |
|--------------------------|-----------------------|--------------|
| School year ends . . . | Monday night . . . | June 20. |
| School year begins . . . | Tuesday morning . . . | September 6. |

1911.

| | | |
|--------------------------|-----------------------------|--------------|
| School year ends . . . | Monday night . . . | June 19. |
| School year begins . . . | Tuesday morning . . . | September 5. |
| Recesses . . . | Same time as normal school. | |

NOTE.— Candidates who take the examination in September should come prepared to stay. Accommodations during the time of the examinations may be had at Normal Hall. For information concerning the school, address the principal at Bridgewater.

The telephone call of the school is "2-3;" the telephone call of the principal's residence is "2-2."

STUDENTS.

FOR THE YEAR BEGINNING SEPT. 9, 1909.

SPECIAL COURSE.

| | | |
|---|------------------------------|----------------------|
| Gomez, Galacion (1908) . . . | Normal School of Mexico | City of Mexico, Mex. |
| Harlow, Randolph Leonard (1908) | Acadia College . . . | Dorchester. |
| Heath, Arnold Collamore (1908) | Harvard College . . . | Newtonville. |
| Farr, Ella Parker ¹ (1908) . . . | Teacher . . . | St. Johnsbury, Vt. |
| Metcalf, Bertha Onelia (1907) . . . | Teacher . . . | West Medway. |
| Bagdoyan, Sarkis Manoog . . . | Central Turkey College . . . | East Cambridge. |
| Bentley, William Tilden . . . | Harvard College . . . | Cambridge. |
| Clarke, George Benedict . . . | Harvard College . . . | Bridgewater. |
| Guillen, Alejandor Erasmo . . . | Normal School . . . | Cuzco, Peru. |
| Hatch, Aram Horhannes . . . | Central Turkey College . . . | Boston. |
| Torres, Arturo . . . | Norm'l School(Costa Rica) | Bridgewater. |
| Varbedian, Samuel . . . | Central Turkey College . . . | Bridgewater. |
| Caryl, Hazel Beatrice . . . | Mt. Holyoke College . . . | Bridgewater. |
| Christie, Sarah Hamer . . . | Teacher . . . | Berkley. |
| Costello, Anna Madeleine . . . | Teacher . . . | Northampton. |
| Derby, Ethel White . . . | Mt. Holyoke College . . . | Bridgewater. |
| Jones, Mary Alice . . . | Teacher . . . | Keene, N. H. |
| de Mier, Alma . . . | Teacher . . . | West Falmouth. |
| Parkhurst, Grace Stanley . . . | Teacher . . . | Chelmsford Center. |
| Sawyer, Addie Mabel . . . | Teacher . . . | East Pepperell. |
| Stone, Gena Ellen . . . | Teacher . . . | Springfield. |
| Ward, Mabel Adeline . . . | Teacher . . . | St. Johnsbury, Vt. |
| Men, 10; women, 12. | | |

REGULAR COURSE.

| | | |
|--------------------------------------|------------------------|---------------|
| Chapman, William Harden . . . | East Brewster . . . | Entered 1906. |
| Fox, Charles James . . . | Roxbury . . . | " " |
| Houghton, Leroy Kingsbury . . . | East Bridgewater . . . | 1905. |
| Parker, Martin Pratt . . . | Abington . . . | 1906. |
| Spooner, William Alfred . . . | New Salem . . . | " " |
| Tubman, Benjamin Sanford . . . | North Brewster . . . | " " |
| Beal, Norma Leslie . . . | Rockland . . . | " " |
| Pillsbury, Evelyn Bertha . . . | Malden . . . | " " |
| Teague, Ida Etta . . . | Worcester . . . | " " |
| Turner, Edith Colman . . . | Assinippi . . . | " " |
| Waugh, Edith Lucy ² . . . | Whitman . . . | " " |
| Wood, Florence Davol . . . | Brockton . . . | " " |
| Chase, Preston Leigh . . . | East Harwich . . . | 1907. |

¹ Present first term.² Present a part of first term.

| | | | | |
|---|---------------------|-----------|---------|-------|
| Hayes, George Edward | Bridgewater | | Entered | 1907. |
| Lane, Lester Malcolm | Hingham Center | | " | " |
| Lincoln, Edward Andrews | North Raynham | | " | " |
| Mea, Thomas Lynch | Rockland | | " | " |
| Willis, Nathan Elliot | Bridgewater | | " | " |
| Cagney, Katharine Edith | Bridgewater | | " | " |
| Caplice, Sarah Gertrude | Rockland | | " | " |
| Matson, Eleanor Howe | Whitman | | " | " |
| McCormick, Catherine Elinor | Weymouth | | " | " |
| Merrifield, Viola Louise | Bridgewater | | " | " |
| Randall, Regina | Brockton | | " | " |
| Stoddard, Carrie Elizabeth | Accord | | " | " |
| Walsh, Mary Lillian | Bridgewater | | " | " |
| Darling, Harry Carlton | Rockland | | " | 1908. |
| Dolan, James Edward | Randolph | | " | " |
| Dunn, Valentine Francis | Rockland | | " | " |
| Early, James Louis | Campello | | " | " |
| McEvoy, Joseph Michael | North Brookfield | | " | " |
| McKinnon, George Linus | Whitman | | " | " |
| Wilbur, Howard | Fall River | | " | " |
| Arnold, Eileen Frances | Brockton | | " | " |
| Denlinger, Katharine Barker | North Weymouth | | " | " |
| Howes, Sarah Freeman | East Dennis | | " | " |
| Hunt, Marion Bancroft | Bridgewater | | " | " |
| Onley, Mary Hudson | New Bedford | | " | " |
| Ryan, Anna Louise | East Weymouth | | " | " |
| Severance, Evelyn Searles | South Hanover | | " | " |
| Whiting, Esther Martha | Brockton | | " | " |
| Williamson, Charlotte Janet | Brockton | | " | " |
| Allen, Walter Clarke | Quincy | | " | 1909. |
| Blake, Harold Rockwood | Marlborough | | " | " |
| Churchill, Everett Avery | Bridgewater | | " | " |
| Conlon, Joseph Augustus | Campello | | " | " |
| Flavell, Leo Vincent ¹ | Hanover | | " | " |
| Gill, Henry Forrest | Brockton | | " | " |
| Jones, Arthur Clarendon | Charlmont | | " | " |
| Murphy, James Anthony | Whitman | | " | " |
| Newhall, Orton Cole | North Middleborough | | " | " |
| O'Brien, John James | Hingham | | " | " |
| Raymond, Oscar Francis | Brockton | | " | " |
| Reed, Caryl Bicknell | Whitman | | " | " |
| Standish, Alfred Elmer | Middleborough | | " | " |
| Swift, Bradford Elmer | Middleborough | | " | " |
| Young, Kenneth Lincoln | Hingham | | " | " |
| Berry, Ila De Ette | Gloucester | | " | " |
| Clarke, Marguerite | Millville | | " | " |
| Crane, Eva Mildred | Avon | | " | " |
| Crimmin, Marguerite Marie | Brockton | | " | " |
| Depoyan, Martha | Bridgewater | | " | " |
| Harris, Gladys Myrtle | Abington | | " | " |
| Hopkins, Elizabeth | Marion, Ohio | | " | " |
| Lane, Alice Rubena | Hingham Center | | " | " |

¹ Present first term.

| | | | |
|------------------------------|--------------------|---------|-------|
| Lane, Catherine Peresa . . . | Rockland . . . | Entered | 1909. |
| Paine, Doris Mae . . . | Winchester . . . | " | " |
| Robbins, Helen Paine . . . | Harwich . . . | " | " |
| Russell, Gladys Felton . . . | West Hanover . . . | " | " |
| Speare, Mildred Dexter . . . | Chelsea . . . | " | " |
| Tower, Nellie Alta . . . | Hanover . . . | " | " |
| Waldron, Hope Perry . . . | Dighton . . . | " | " |

Men, 34; women, 38.

INTERMEDIATE COURSE.

| | | | |
|---|------------------------|---|-------|
| Bragdon, Mary Dennison . . . | Annisquam . . . | " | 1907. |
| Callahan, Nora Frances . . . | Taunton . . . | " | " |
| Galligan, Alma Mercedes . . . | Quincy . . . | " | " |
| Garrity, Marguerite Mary . . . | Abington . . . | " | " |
| Glennon, Ellen . . . | Stoughton . . . | " | " |
| Handy, Emma Louise . . . | Marion . . . | " | " |
| Tilton, Bessie Evelyn . . . | Haverhill . . . | " | " |
| Varney, Hazel Wentworth . . . | Braintree . . . | " | " |
| Williams, Mary Emelia . . . | Easton . . . | " | " |
| Andrews, Ella Cary . . . | Campello . . . | " | 1908. |
| Beattie, Cecilia Mary . . . | Bridgewater . . . | " | " |
| Faircloth, Catherine Agatha . . . | Rockland . . . | " | " |
| Hager, Mildred Rich . . . | Somerville . . . | " | " |
| Hall, Alice Jane . . . | Brockton . . . | " | " |
| Homer, Eleanor Jean . . . | Winchester . . . | " | " |
| Lee, Mary . . . | Fall River . . . | " | " |
| Llewellyn, Lois Howard . . . | Rockland . . . | " | " |
| Luce, Lillian Emerson . . . | Somerville . . . | " | " |
| Maloney, Sara Louise . . . | Taunton . . . | " | " |
| Norton, Helen Frances . . . | Bridgewater . . . | " | " |
| O'Neil, Ellen Margaret . . . | West Bridgewater . . . | " | " |
| Reavis, Mary Emma . . . | Brockton . . . | " | " |
| Shattuck, Carrie Elmer . . . | Pepperell . . . | " | " |
| Shaw, Mabel Haskell . . . | Bridgewater . . . | " | " |
| Stratton, Elsie May . . . | Oak Bluffs . . . | " | " |
| Adelson, Annie . . . | Brockton . . . | " | 1909. |
| Adelson, Eva Viola . . . | Brockton . . . | " | " |
| Ayer, Dorothy May . . . | Winchester . . . | " | " |
| Barnes, Esther Mary . . . | Brockton . . . | " | " |
| Bishop, Carrie Amy . . . | North Abington . . . | " | " |
| Chapman, May Knowles . . . | Brewster . . . | " | " |
| Elmes, Lois Hathaway . . . | Bridgewater . . . | " | " |
| Fetherston, Sadie . . . | Brockton . . . | " | " |
| Gormley, Bertha Frances . . . | Abington . . . | " | " |
| Hobart, Eva Antoinette Follansbee . . . | Quincy . . . | " | " |
| Hunt, Katie Muriel . . . | Norwood . . . | " | " |
| King, Helen Marguerite . . . | South Braintree . . . | " | " |
| Lewis, Ella Hastings . . . | Malden . . . | " | " |
| Lovell, Marian Stebbins . . . | Andover, N. H. . . | " | " |
| Lundergan, Mae Louise . . . | Brockton . . . | " | " |
| Martin, Alice . . . | Brockton . . . | " | " |
| Murrill, Margaret Mary . . . | Rockland . . . | " | " |
| Nye, Mildred Fally . . . | Campello . . . | " | " |

| | | |
|----------------------------------|-----------------------|---------------|
| Power, Maria Katherine | Taunton | Entered 1909. |
| Ross, Clara | Dorchester | " " |
| Runnells, Ida Davis | Elmwood | " " |
| Sears, Madeline Howard | East Dennis | " " |
| | Women, 47. | |

KINDERGARTEN-PRIMARY COURSE.

| | | |
|---|----------------------------|---------------|
| Abbott, Susan Elizabeth | Taunton | Entered 1907. |
| Arnold, Rachel ¹ | Montello | " " |
| Goodwin, Margaret Adelaide | New Britain, Conn. | " " |
| Sanger, Marguerite | Hyde Park | " " |
| Dustan, Helen Colburn | Worcester | " 1908. |
| Ford, Matilda Elizabeth | Waltham | " " |
| Gurdy, Ruth Cassandra | Rockland, Me. | " " |
| Pratt, Edythe | Bridgewater | " " |
| Sweet, Helen Caroline | Bridgewater | " " |
| Thompson, Helen Loring | Halifax | " " |
| Tully, Mary Alice | Campello | " " |
| Whiting, Harriet Edna | Bridgewater | " " |
| Baker, Florence Richardson ² | Dennis | " 1909. |
| Emery, Nellie Walters | East Harwich | " " |
| French, Isabel Somerset | Salisbury | " " |
| Newton, Gladys Adeline | Fairhaven | " " |
| Upton, Josephine Pervier | Stoneham | " " |
| Wheeler, Flora Stella | Newport, Vt. | " " |
| | Women, 18. | |

ELEMENTARY COURSE.

ENTERED 1908.

| | | |
|--|-----------|---------------|
| Allen, Sadie May | | Brockton. |
| Anderson, Mary Gertrude | | Ware. |
| Andrew, Mabel Gertrude | | Marion. |
| Barlow, Elsie | | Fall River. |
| Batchelder, Bernice Ardelle | | Reading. |
| Beatley, Catharine Bancroft | | Roxbury. |
| Booth, Gladys Evelyn | | Springfield. |
| Buguey, Helen Veronica | | Huntington. |
| Burns, Anna Cecilia | | Hingham. |
| Coffin, Carrie Louise | | Edgartown. |
| Collins, Sybil Kennison | | New Bedford. |
| Connors, Mary Ellen Virginia | | Fall River. |
| Cook, Jennie Gertrude | | Milton. |
| Cumming, Jennie Cook | | Quincy. |
| Davies, Helen Mason | | Ballard Vale. |
| Duffee, Mollie Clarke | | Melrose. |
| Dunne, Elizabeth Agnes | | Taunton. |
| Dunphe, Marion Hayward | | Bridgewater. |
| Dupont, Sophia Marie | | East Taunton. |
| Fisher, Grace Darling | | Woburn. |
| Fisher, Helen Elizabeth | | Somerville. |

¹ Present first term.² Present a part of first term.

| | |
|---|-------------------|
| Giles, Amy Elizabeth | Haverhill. |
| Gray, Mary Isabelle | Hull. |
| Grovenor, Esther | South Hingham. |
| Harkins, Anastasia Irene | Quincy. |
| Harrington, Mildred Gertrude | Fall River. |
| Hart, Elizabeth Gertrude | Fall River. |
| Henchey, Mary Agnes | Quincy. |
| Henderson, Margaret ¹ | Brockton. |
| Hewett, Ruth Pauline | Bradford. |
| Hiatt, Ethel May | South Weymouth. |
| Holden, Eleanor Katherine | Rutland, Vt. |
| Holland, Mary Margaret | North Brookfield. |
| Humphrey, Ethel Randlett | Quincy. |
| Hunt, Helen Jackson | Haverhill. |
| Jackson, Elizabeth | Bridgewater. |
| Keefe, Elizabeth Alice | Quincy. |
| Kemp, Ruth | Quincy. |
| Kennedy, Mary Alice | South Weymouth. |
| Larkin, Marie Grace ¹ | Quincy. |
| Litchfield, Elizabeth Howard | North Scituate. |
| Littlefield, Carrie Louise | Sharon. |
| Locke, Edna Davis | Easthampton. |
| Lyon, Daisy Stevens | Hyde Park. |
| Macomber, Bernice Jordan | Hall Quarry, Me. |
| McGowan, Cora Adeline | Swansea. |
| Murphy, Anna Gertrude | Fall River. |
| Porter, Alice Etheldra ¹ | Norwood. |
| Raub, Mary Elizabeth | Dorchester. |
| Reggett, Helena Mary | Taunton. |
| Roy, Ethel Violet | Marion. |
| Russell, Annie Agnes | Quincy. |
| Seaver, Jennie Williams | Taunton. |
| Seymour, Mary Elizabeth | Waverley. |
| Sherman, Emma Jeannette | Fairhaven. |
| Smith, Bertha May | Haverhill. |
| Smith, Roberta Webster | Quincy. |
| Strange, Marion Stevens | Marshfield. |
| Teel, Maybell Lillian | Walpole. |
| Thomas, Helen Louise | Fall River. |
| Tilden, Maude Douglas | Cohasset. |
| Twiss, Nellie Lucy | Three Rivers. |
| Walters, Blodwen Winifred | Quincy. |
| West, Hazel Althea | Brockton. |

Men, 0; women, 64.

ENTERED 1909.

| | |
|--------------------------------------|------------------|
| Abbott, Alice Mabel | North Attleboro. |
| Andrews, Gertrude Beatrice | Whitman. |
| Andrews, Marion Edith | Brockton. |
| Bachelder, Marion Eastman | Haverhill. |
| Badger, Louise Goodrich | Bridgewater. |
| Birnie, Annie Riddell | Quincy. |

¹ Present a part of first term.

| | |
|--|---------------------|
| Bonney, Annie Weston | Hanover. |
| Bonney, Lucy Josselyn | Hanover. |
| Burgess, Catherine | Hingham Center. |
| Burrill, Laura May | Winthrop. |
| Burt, Doris Catherine | Taunton. |
| Carder, Inez Idella | East Milton. |
| Clement, Marie Aurore | Cambridge. |
| Connor, Marguerite Agatha | East Weymouth. |
| Cronin, Ida May | East Weymouth. |
| Deeg, Rosina Sophia | Sharon. |
| Dillon, Beatrice Lucy ¹ | Palmer. |
| Doane, Alice May | East Braintree. |
| Dodge, Frances Badger | Roxbury. |
| Dore, Hattie Mabel | North Andover. |
| Downer, Lilla De Mar | North Falmouth. |
| Driscoll, Catherine Helen | Quincy. |
| Drislain, Ellen Gertrude | Canton. |
| Emerson, Muriel Alice | Reading. |
| Falvey, Katherine Anastasia | Quincy. |
| Flieger, Annie Jane | Winthrop. |
| Gordon, Marian | West Medford. |
| Hayford, Harriet Pierce | Brockton. |
| Hays, Susan Ann | Fall River. |
| Hinks, Louise | South Weymouth. |
| Jenney, Mollie Canfield | Marion. |
| Johnson, Etta Mabel | Melrose. |
| Johnston, Marion Borden | Fall River. |
| Lanphear, Nell Caroline | Richmond, R. I. |
| Laycock, Edith Lillian | Unionville. |
| Mangan, Elizabeth Margaret | Abington. |
| Margeson, Helen Jane | Winthrop. |
| McColl, Eugenia Augusta | Niantic, R. I. |
| McCormick, Helena Ruth | Wollaston. |
| McCourt, Mary Frances ¹ | North Weymouth. |
| McIntosh, Grace Emily | Somerville. |
| Mendell, Annie Dennis | Mattapoisett. |
| Minter, Susan Marion | Brockton. |
| Murphy, Agnes Elizabeth | West Stoughton. |
| Murphy, Helen Adelaide | Boston. |
| Page, Rita Clarke | North Weymouth. |
| Paine, Jessie Lincoln | Provincetown. |
| Patterson, Hazel Estella | East Milton. |
| Powers, Elizabeth Margaret | Quincy. |
| Randall, Lydia Bird | Kingston. |
| Reardon, Mabel Dwight | West Quincy. |
| Roby, Delia, | North Hanson. |
| Seymour, Rosa Margaret | Waverley. |
| Sheehy, Alice May | East Weymouth. |
| Shyne, Ellen Cecilia | Quincy. |
| Skinner, Florence Katherine | South Hadley Falls. |
| Smith, Doris Marguerite | Quincy. |

¹ Present a part of first term.

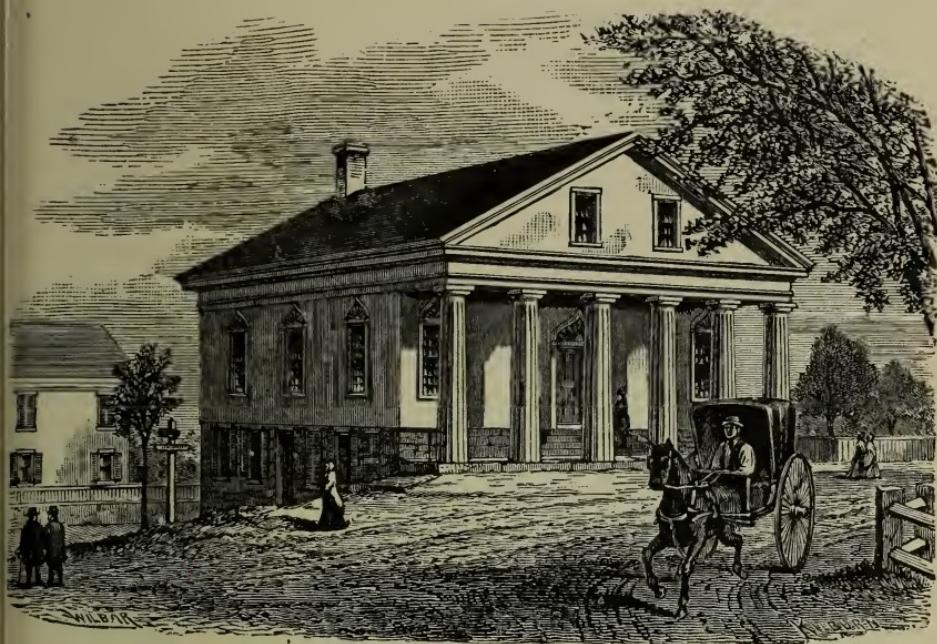
| | |
|---------------------------------------|--------------|
| Snell, Helen Beatrice | Fitchburg. |
| Staples, Marion Gertrude | Campello. |
| Strickland, Vesta Ellen | Hingham. |
| Sullivan, Alice Mary | New Bedford. |
| Sullivan, Mary | Ware. |
| Vinal, Mary Emma | Scituate. |
| Wallace, Florence Elizabeth | Taunton. |
| Wheeler, Mary Evelyn | Fall River. |
| White, Bessie Moser | Taunton. |
| White, Ellen Till | Taunton. |
| Whittier, Olive Elvira | Somerset. |
| Williams, Ada Maud | West Quincy. |
| Wood, Beulah Dodge | Medfield. |
| Woodbury, Ethel McLain | Haverhill. |
| Wright, Aliene Branch | Boston. |

Women, 72.

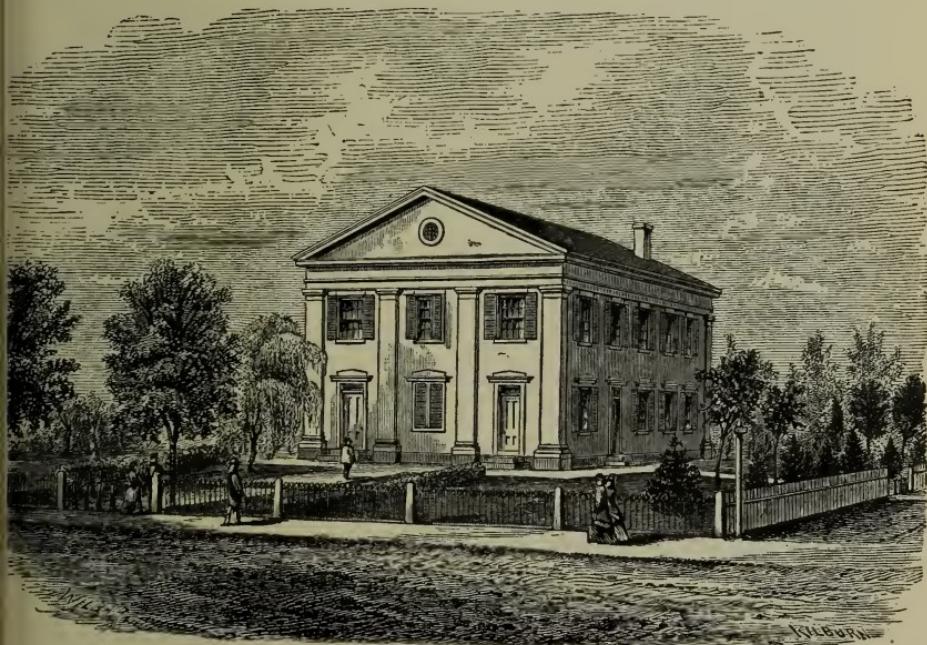
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SUMMARY.

| | Men. | Women. | Total. |
|---|-------|--------|--------|
| Special course | 10 | 12 | 22 |
| Regular course | 34 | 38 | 72 |
| Intermediate course | - | 47 | 47 |
| Kindergarten-primary course | - | 18 | 18 |
| Elementary course:— | | | |
| Class entering 1908 | - | 64 | 64 |
| Class entering 1909 | - | 72 | 72 |
| Number for the year | 44 | 251 | 295 |
| Number admitted this year | 22 | 127 | 149 |
| Whole number admitted to the school | 1,406 | 4,609 | 6,015 |
| Number graduated last year | 7 | 89 | 96 |
| Whole number of graduates | 927 | 3,091 | 4,018 |
| Number of graduates from four years' course | 179 | 169 | 346 |
| Number enrolled in the model school | - | - | 449 |



OLD TOWN HALL, HOME OF THE SCHOOL THE FIRST SIX YEARS.



THE FIRST STATE NORMAL SCHOOL BUILDING IN AMERICA.
Erected in Bridgewater, Mass., in 1846.

HISTORICAL SKETCH.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish ten thousand dollars, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise ten thousand dollars for the erection of new buildings for this school. The towns of Abington, Wareham, Plymouth, Duxbury and Marshfield voted to make appropriations for the school from the surplus revenue which had just before been divided by the general government. After vigorous competition it was decided to locate the school at Bridgewater; whereupon some of the towns refused to redeem their pledges, and the funds were not realized. Bridgewater granted to the school the free use of its town hall for three years; the next three years the school occupied the same building at a rental of fifty dollars a year. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. The school was opened Sept. 9, 1840, with a class of twenty-eight pupils,—seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the first State normal school building erected in America.

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation.

By his persistent, thorough, self-forgetting and noble work he exerted an influence that will not cease to be felt among the generations of this Commonwealth. The difficulties which had to be surmounted would have appalled a man of less heroic temperament.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

The growth of the school is shown by the enlargements made for its accommodation, as follows:—

In 1861 the school building was enlarged, increasing its capacity seventy per cent.; in 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students and the family of the principal; in 1871 the school building was again enlarged, increasing its capacity fifty per cent.; in 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students; in 1881 a new building, connected with the rear of the school building, was erected for physical and chemical laboratories.

In 1883 a farm of four and one-half acres was purchased and prepared to receive the sewage of the institution; in 1886 "Boyden Park" was purchased for out-door recreations; in 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

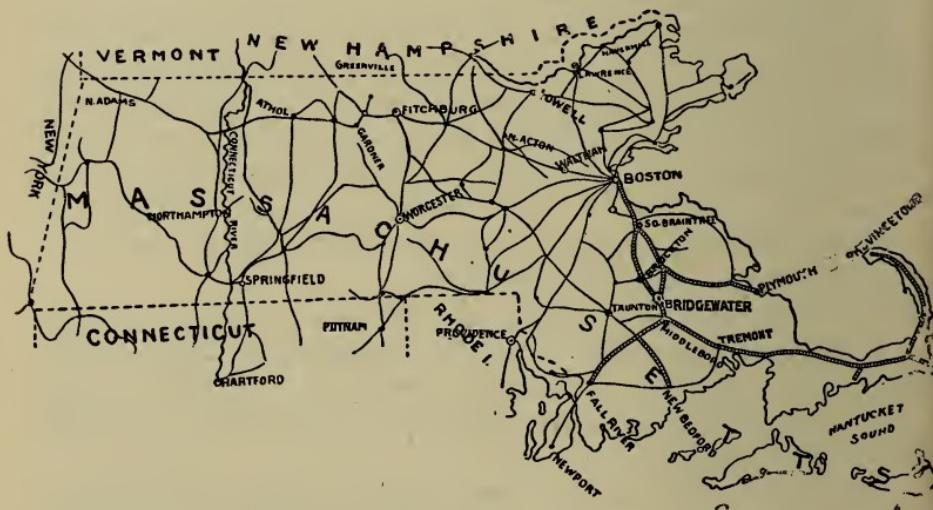
In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of one hundred and fifty thousand dollars. The same year the laboratory building erected in 1881 was converted into Woodward Hall, which accommodates thirty-two students; in 1894 the school building was enlarged, increasing its capacity fifty per cent., at a cost of seventy-five thousand dollars; in 1895 Tillinghast Hall, a fine brick building which accommodates seventy-two students, and a steam laundry were erected; in 1904 the new "Albert Gardner Boyden" gymnasium was built.

In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden.

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four

successive terms of twenty weeks. From the beginning students who desired to do so could extend their course through additional terms, taking elective studies. In 1869 the four years' course was introduced, and an intermediate course, including the studies of the two years' course and electives from the advanced part of the four years' course was also provided.

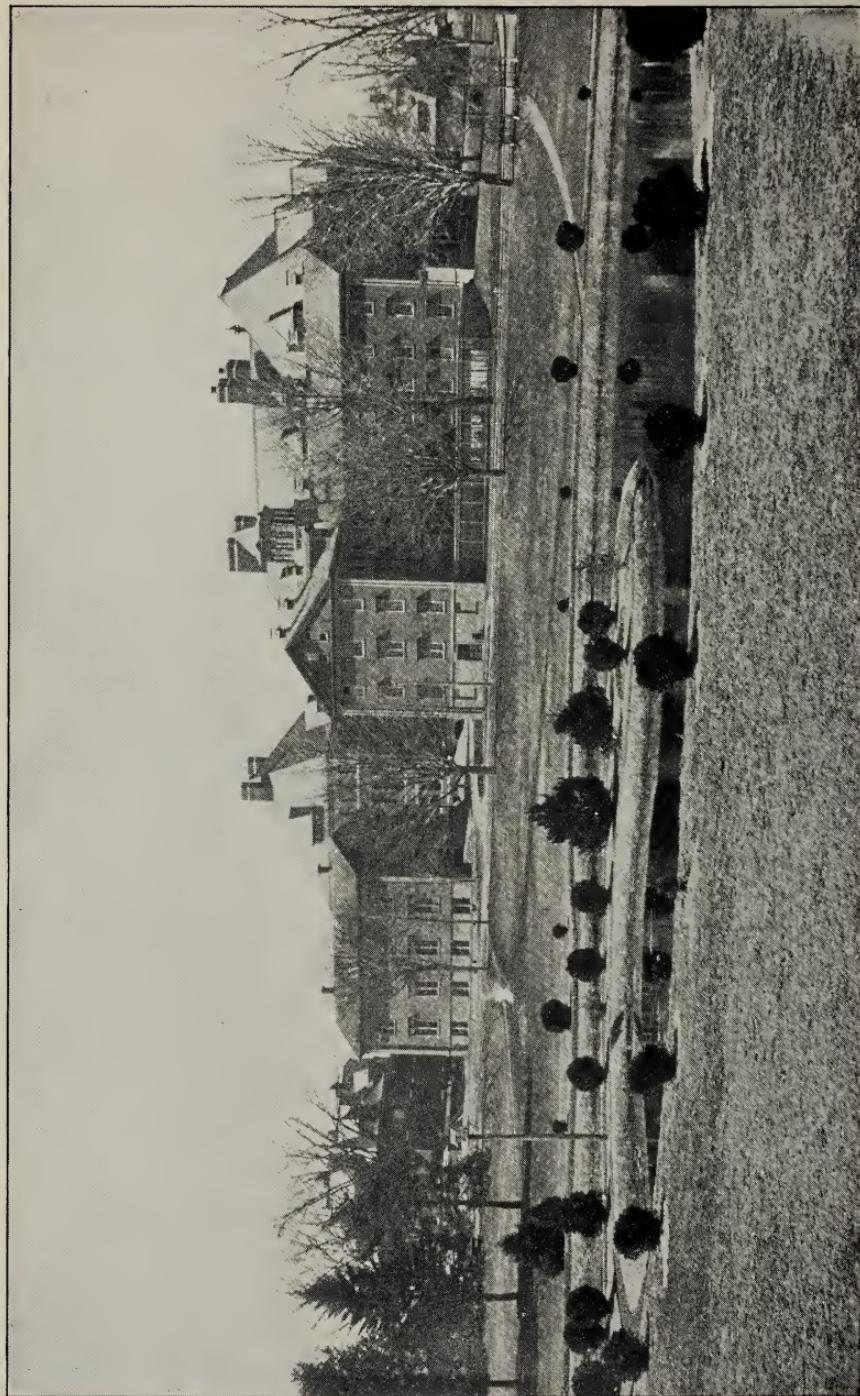
A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the centre district public school near by was made a school of ob-



servation for the students of the normal school; in 1891 the centre district school of the town, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students; in 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners; in 1894 a ninth grade was established in the model school, taking in all the pupils of this grade in the town.

LOCATION.

Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of about six thousand, is on the New York, New Haven & Hartford Railroad, twenty-seven miles south of Boston.



NORMAL SCHOOL BUILDING.

WOODWARD HALL.

TILLINGHAST HALL.

NORMAL HALL.

BUILDINGS AND GROUNDS.

The school building is a massive structure, consisting of three blocks with narrower connections, thus giving good light and air in all the rooms. It is constructed of brick with blue marble trimmings, and has a slate roof. It is eighty-seven feet wide in front, three hundred and fourteen feet in length, and three stories and the basement in height. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. One third of the building is devoted to the model school.

In its interior arrangement the building is admirably adapted to its purpose, and is one of the best-equipped normal school buildings in the country. It is well supplied with water, is heated and ventilated by the "fan system," has a heat-regulating apparatus, an electric time service and an electric light service.

Near by the school building, in the same quadrangle, are the three residence halls,—Normal Hall, Woodward Hall and Tillinghast Hall. The buildings are ten minutes' walk from the railway station. They have a good location near the centre of the village, upon a square three acres in extent, and the view from them is attractive.

The gymnasium is a new brick structure. The main part of the building is forty-eight by ninety feet in size; the projection on the front is twenty-four by sixty-four feet, with octagonal towers on the front corners for stairways. The basement story is in two apartments, one for men, the other for women; each apartment has a coat room, lockers, dressing rooms and the Hermann class shower baths. On the first floor are a directors' room, a ladies' retiring room, and the gymnasium. On the second floor are two meeting rooms, and the gallery with the running track. It is a first-class modern gymnasium, and serves the school not only for physical training, but also for social gatherings, and as a banquet hall for alumni gatherings.

Boyden Park includes six acres of land across the street from the school lot. It has a beautiful pond, fine shade trees, and pleasant walks dividing it into open areas for tennis courts and other out-door sports,—making an attractive place for healthful recreation. Normal Grove, adjoining the park and including one-half acre, is a fine grove of chestnut trees. South field, across the street

on the south side, includes two acres of level ground for athletic sports. A natural science garden of nearly two acres, adjoining Normal Grove, serves as an out-of-door laboratory for biology, geography and school gardening.

LABORATORIES AND LIBRARIES.

The institution has eleven laboratories, furnished with the most approved modern appliances for teaching.

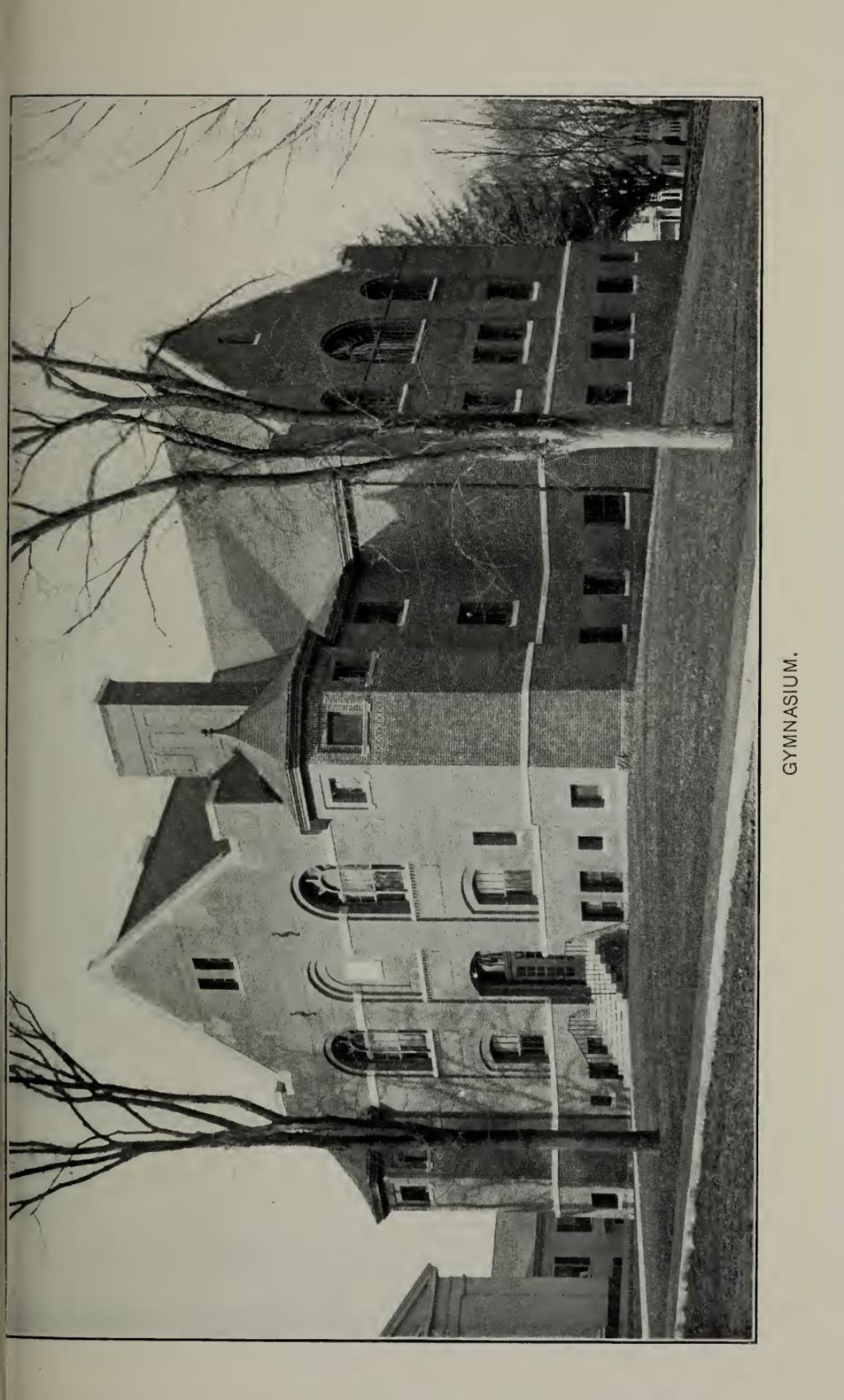
Physical Laboratories.—In the department of physics there are two laboratories. One is arranged for individual work at tables; the other, for demonstration purposes, with apparatus for projection.

Chemical Laboratories.—The department of chemistry has two laboratories. One, for the elementary course, is arranged for individual work at tables; the other is arranged for analytical work, qualitative and quantitative. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

Mineralogical and Geological Laboratory.—This room is arranged for physical and chemical tests and for blow-pipe work. It is provided with three sets of mineral specimens: one set of working specimens, for use at the tables; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating the classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

Biological Laboratory.—The laboratory for the study of botany, zoölogy and physiology includes two rooms, arranged for individual work at tables. Each room contains three collections of typical specimens,—the working collection, the comparative collection and the classified collection. There is also equipment for microscopic and for experimental work.

Geographical Laboratory.—This laboratory is equipped with a thirty-six-inch globe, slated globes, individual globes, the latest and best physical and political maps for all grades of work, pictures arranged for class use, models of the continents and of Massachu-



GYMNASIUM.

setts, modelling boards, productions in both the raw and the manufactured states. Projection apparatus is provided for all phases of the subject.

Industrial Laboratory.—This laboratory is furnished with manual training benches, sets of tools, closets for students' work, and special appliances.

Elementary Science and Industry.—Two laboratories are fitted up for the use of the model school in elementary science and in the industrial occupations of pottery, weaving and bookbinding.

The Drawing Rooms are furnished with adjustable drawing stands and with fine examples of casts and models for teaching in the various departments of the Manual Arts.

Library.—The school has a large and valuable library of reference books with topical card catalogues. In addition, each department has its own library of works devoted especially to the subjects taught in the department.

ADMISSION.

Candidates for admission must declare their intention to teach in the public schools of Massachusetts and to complete a course of study in the school, and must pledge themselves to keep the requirements of the school faithfully. They must, if young men, have attained the age of seventeen years; if young women, the age of sixteen years.

PHYSICAL EXAMINATION.

The State Board of Education passed the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher; and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

MORAL CHARACTER.

Candidates must present a certificate of good moral character. If a person is not qualified to exert a wholesome spiritual influence upon the lives of children, he should not think of becoming a teacher. (See blank at the end of this catalogue.)

HIGH SCHOOL CERTIFICATION.

Candidates must be graduates of a four years' course of study in a high school, or must have received, to the satisfaction of the principal of the school, the equivalent of a good high school education.

Candidates from high schools which are on the certificate list of the New England College Entrance Certificate Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school. Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.
—Board of Education, May 2, 1907.

Blank forms for these certificates may be obtained upon application at the office of the State Board of Education. As far as possible certificates should be brought or forwarded in June.

WRITTEN EXAMINATION.

The written examination will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours for each of groups I., II. and IV., and of one hour for each of groups III. and V.:—

I. — LANGUAGES.

(a) *English*.—The subjects for the examination will be the same as those agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1910-11 is as follows:—Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

The purpose of the examination is to discover (1) whether the student has acquired a good habit of study, (2) whether he has

formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

GENERAL REQUIREMENT IN ENGLISH.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statements, and marked accordingly.

(b) *Either Latin or French.*—The translation at sight of simple prose, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in full or in part on the passage selected.

II. — MATHEMATICS.

(a) The elements of algebra through affected quadratic equations.

(b) The elements of plane geometry, including original work, both with theorems and problems.

III. — UNITED STATES HISTORY.

The examination calls for a knowledge of the history and civil government of Massachusetts and the United States, with related geography, and so much of English history as is directly contributory to a knowledge of United States history.

IV. — SCIENCES.

(a) *Physiology and Hygiene.*—The elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(b) and (c) Any two of the following sciences,—physics, chemistry, botany, physical geography,—provided one of the two is either physics or chemistry. The elementary principles of these subjects, so far as they may be presented in the courses usually devoted to them in good high schools.

V.—DRAWING AND MUSIC.

(a) *Drawing.*—Mechanical and freehand drawing, enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a free-hand sketch of the same in perspective. Also any one of the three topics,—form, color and arrangement.

(b) *Music.*—Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation in musical notation of simple melodies or of time phrases sung or played.

ORAL EXAMINATION.

The object is to ascertain the candidate's personal characteristics and use of language, and to give an opportunity to furnish any evidence of qualification that might not otherwise become known to the examiners.

DIVISION OF EXAMINATIONS.

Candidates may be admitted to a preliminary examination a year in advance of their final examinations. Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof. (See blank at the end of this catalogue.)

The English must be reserved for the final examinations.

Preliminary examinations must be taken in June.

Candidates for the final examinations should present themselves, as far as practicable, in June. Division of the final examinations between June and September is permissible, but it is important that the work of the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

If the candidate passes a satisfactory examination in a sufficient number of the subjects to indicate that he is competent to take the course of study in the school, he will be admitted, and the conditions on the other subjects may be worked off as the course proceeds. All conditions must be removed before the beginning of the last term of the course.

EQUIVALENTS.

Persons desiring to enter the school who have had a course of study equivalent to, but not identical with, the high school course, are advised to correspond with the principal. Each case will be considered with the purpose to give all the credit that is due.

SPECIAL NOTICE.

All candidates for admission to the normal schools, except those applying for the special courses and certified candidates, are required to take the entrance examination. Examinations take place at the close of the school year in June, and also at the beginning of the school year in September. (See calendar.) New classes are admitted only at the beginning of the fall term.

The written papers on languages, mathematics, and history come on the first day of the entrance examinations; the papers on the sciences, drawing and music come on the second day.

The principal will be pleased to answer any inquiries which those who are thinking of coming to the school desire to make. Those who propose to apply for admission are requested to notify him of their intention as early as possible; and to state whether they desire a room in the boarding hall. Those who seek admission to the special courses are requested to state definitely what their education and teaching and experience have been, and to present certificates of good moral character and testimonials concerning their work.

TUITION.

Tuition is free to members of the school who are residents of Massachusetts. The State Board of Education passed the following vote Feb. 1, 1900:—

Each pupil from another State than Massachusetts, attending normal schools supported by this State, from and after the beginning of the autumn session of 1901, shall pay at the beginning of each half year session the sum of twenty-five dollars for the use of the school attended, except that in the normal art school the sum paid to the principal at the beginning of the session by each pupil from another State than Massachusetts shall be fifty dollars for each half year.

THE SCHOOL YEAR AND TERMS.

The school year, beginning in September, is divided into two terms of twenty weeks each, including a recess of one week each term. The sessions are from 9 A.M. to 12 M., and from 1.15 P.M. to 3.50 P.M. There is no session of the school on Saturday.

DESIGN OF THE NORMAL SCHOOL.

The function of the State normal school is to educate teachers for the public schools of the State. The State supports its schools for the education of its children; it supports the normal school that its children may have better teachers.

The first requisite in the discharge of its function is that the normal school shall inspire the student with the spirit of the true teacher.

It is vitally important to awaken in the normal student a just appreciation of the work of the teacher; the feeling that he must have the spirit of service, must love his work and love his pupils; that he has a mission which he must accomplish, and that he must come to his pupils, as the Great Teacher comes to men, that they may have life abundantly.

The second requisite is that the normal student shall be carefully led through the educational study of the subjects of the public school curriculum.

In this way he learns how to use each subject in the teaching process, and thereby learns the method of teaching. The normal school is made professional, not by the exclusion of these subjects from its course, but by the inclusion of the educational study of them; all the subjects of the normal school are to be studied in their direct bearing upon the teaching process, and also to get a broader view of their scope and meaning.

The third requisite is that the school shall lead the normal student after the educational study of the subjects of the school curriculum, through the broader study of man, body and mind, to find the principles of education which underlie all true teaching.

This study is invaluable for its influence "in expanding the mind, enlarging the views, elevating the aims and strengthening the character of the student." It is to be followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education. In this analysis the student is constantly referring to his experience in the educational study of subjects for illustrations of the general views he is now discussing.

The fourth requisite is that the normal student shall be led to make a practical study of children which he should do as fully as possible throughout the course, under intelligent suggestion.

He should have ample observation under intelligent guidance in all the grades of a good public school; and, when he has some just conception of the nature and method of true teaching, and when he has become acquainted with children, he should have ample practice in teaching, under such supervision as he needs.

PRINCIPLES OF THE SCHOOL.

The first distinctive principle of normal school work is that the ultimate object of the normal school is to make the normal student as far as possible an educator.

There stands before the company of pupils in every schoolroom a man or a woman to whom the eyes and hearts of all the children turn as their teacher. They live with the teacher, they measure the teacher, and gauge their action by what the teacher is to them. The teacher is the controlling force in the life of the school,—the guide, guardian, governor, exemplar, friend and educator of his pupils.

The teacher's personal relation to his pupils is most intimate. His personal appearance and bearing at once attract or repel. His personal habits are a constant help or hindrance to the formation of good habits in them. His thinking gives tone and coloring to their thought. His taste has much influence in forming their tastes. His moral character impresses itself upon their moral natures. His

spirit is imbibed by them. The unspoken, unconscious influence of the teacher, which gives tone, quality and power to all his instruction, enters so deeply into the life of his pupils that his life affects their young lives with great power for good or evil.

Teaching, therefore, is the subtle play of the teacher's life upon the pupil's life, to cause him to *know* what he would not acquire by himself; to *do* what he would not otherwise do; to *be* what he would not alone become.

Teaching is the condition for instruction, which is two-fold. On the part of the pupil, it is the building in of knowledge and power within himself by his own exertion. On the part of the instructor, it is the intelligent stimulation and direction of the activity of the learner, with a view to his education. The constant upbuilding of the pupil by instruction results in his education.

Second, — The normal pupil is a student teacher.

He is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, all the exercises of the school, from the point of view of the teacher.

Third, — The normal student is to be educated for teaching.

He is to find the principles of education by the study of the development of the human body and mind, and is to be so trained in their application that he will be able to conduct the education of his pupils. The method of teaching is determined by these principles.

The teacher must know the powers which are common to men, how they are called into activity, and the products of their exertion, so that he may deal wisely with his pupils, taken collectively; and he must know the peculiarities of the individual pupil, that he may train him in the way in which he should go.

The students are led through the educational study of each subject in the course, to learn why it should be studied, to obtain command of its principles, to ascertain its pedagogical value, and to learn how to use it in teaching.

COURSES OF STUDY.

The school offers six courses of study:—

1. A kindergarten-primary course of three years.
2. An elementary course of two years.
3. An intermediate or three years' course.
4. The regular four years' course.
5. A special elective course of two years for teachers of three years' experience.
6. A special elective course of one year for college graduates.

Diplomas, designating the course taken, are granted for each of these courses. Teachers of experience may elect a course of one year, for which a certificate is granted.

1. KINDERGARTEN-PRIMARY COURSE.

This course covers a period of three years and prepares equally for teaching in the kindergarten and the primary grades.

FIRST YEAR.

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|---------------------------------|-------------------|---------------------------------------|-------------------|
| English I. | 2 | English III. | 3 |
| Vocal Expression I. | 2 | Vocal Expression II. | 2 |
| Nature Study | 4 | Nature Study | 4 |
| Geometry I. | 4 | Arithmetic | 4 |
| Vocal Music | 4 | Physiology | 3 |
| Manual Arts | 4 | Manual Arts | 4 |
| Gymnastics | 2 | Gymnastics | 2 |
| Elementary Psychology | 2 | Observation in Model School | 2 |

SECOND YEAR.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|---------------------------------------|-------------------|---------------------------------------|-------------------|
| Nature Study | 3 | General History | 4 |
| Manual Arts | 3 | History of Art | 2 |
| Gymnastics | 2 | Gymnastics | 2 |
| Educational Study of Man | 10 | Observation in Kindergarten | 4 |
| Observation in Kindergarten | 3 | Kindergarten Theory | 4 |
| Kindergarten Theory | 3 | Teaching | 10 |

THIRD YEAR.

| Fifth Term. | Periods per Week. | Sixth Term. | Periods per Week. |
|-------------------------------|-------------------|----------------------------------|-------------------|
| Literature | 4 | History of Education II. | 2 |
| Kindergarten Theory | 4 | Nature Study | 4 |
| Teaching | 15 | Kindergarten Theory | 4 |
| | | Primary Methods | 2 |
| | | Teaching | 10 |

2. ELEMENTARY COURSE.

This course prepares for teaching in the elementary grades; it has no elective studies. A diploma is given upon the satisfactory completion of this course.

Students are urgently requested to consider the advantages of the three and four years' courses.

FIRST YEAR.

| First Term, Junior 1. | Periods per Week. | Second Term, Junior 2. | Periods per Week. |
|----------------------------------|-------------------|------------------------------|-------------------|
| English I. | 2 | English II. | 4 |
| Vocal Expression I. | 2 | Vocal Expression II. | 2 |
| Vocal Music | 4 | Arithmetic | 5 |
| Geometry I. | 4 | Algebra I. | 4 |
| Physics I., Chemistry I. | 5 | Physiology | 3 |
| Mineralogy I. | 2 | Manual Arts | 4 |
| Manual Arts | 4 | Model School I., II. | 2 |
| Gymnastics | 2 | Gymnastics | 2 |

SECOND YEAR.

| Third Term, Senior 1. | Periods per Week. | Fourth Term, Senior 2. | Periods per Week. |
|-------------------------------|-------------------|---------------------------------------|-------------------|
| English III. | 3 | English IV. (half term) | 5 |
| Vocal Expression III. | 2 | Nature Study | 2 |
| Bookkeeping | 1 | Geography (half term) | 4 |
| Nature Study | 3 | History of Education I. | 1 |
| Physiography | 4 | Gymnastics | 2 |
| History I., II. | 4 | Psychology II., School Laws | 10 |
| Manual Arts | 3 | Teaching alternate ten weeks. | |
| Gymnastics | 2 | | |
| Model School III. | 2 | | |
| Teaching six weeks. | | | |

3. THE INTERMEDIATE COURSE.

This course includes all the subjects of the elementary course, with electives from the advanced studies of the regular course. It meets the wants of those who desire elective studies, and gives opportunity for more extended practice in teaching both in the model school and in other schools, with better opportunities for employment. It requires *three years* for its completion. A diploma is given upon the satisfactory completion of this course.

4. THE REGULAR FOUR YEARS' COURSE.

This course, which is a distinct course from the beginning, includes the *maximum* work in the subjects of the elementary course and the educational study of the advanced phases of the subjects. It gives abundant opportunities for practice teaching and for intensive study in preparation for principalships and departmental teaching.

FIRST YEAR.—CLASS D.

[NOTE.—Electives are in italic; minimum,—twenty periods a week.]

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|---------------------------------|-------------------|------------------------|-------------------|
| English I. | 3 | Botany I. | 4 |
| Vocal Expression I. . . . , | 2 | Algebra II. | 4 |
| Zoölogy I. | 4 | Physics II. | 4 |
| Geometry II. | 4 | Chemistry II. | 4 |
| Vocal Music | 4 | Mineralogy II. | 4 |
| Manual Arts | 4 | Manual Arts | 4 |
| Gymnastics | 2 | Gymnastics | 2 |
| Elementary Psychology | 2 | | |

SECOND YEAR.—CLASS C.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|--|-------------------|--|-------------------|
| English II. | 4 | English III. | 3 |
| Vocal Expression II. . . . , | 2 | <i>Latin II. or French II.</i> | 4 |
| <i>Latin I. or French I.</i> | 4 | Bookkeeping | 2 |
| Arithmetic | 5 | Physiology | 3 |
| Physiography | 4 | Geography | 2 |
| Manual Arts | 2 | History I., II. | 4 |
| Gymnastics | 2 | Manual Arts | 4 |
| Model School I. | 2 | Gymnastics | 2 |

THIRD YEAR.—CLASS B.

| Fifth Term. | Periods per Week. | Sixth Term. | Periods per Week. |
|--|-------------------|--------------------------------------|-------------------|
| English V. | 4 | <i>German II.</i> | 5 |
| Vocal Expression III. | 2 | <i>Greek</i> | 5 |
| <i>Latin III.</i> | 4 | <i>Astronomy</i> | 5 |
| <i>German I.</i> | 5 | <i>Chemistry III., IV.</i> | 10 |
| <i>Geometry III., Algebra III.</i> | 4 | History III. | 4 |
| <i>Physics III.</i> | 5 | <i>Manual Arts</i> | 4 |
| <i>Agriculture</i> | 4 | <i>History of Art</i> | 2 |
| Gymnastics | 2 | Gymnastics | 2 |
| Model School II. | 2 | Model School III. | 2 |

FOURTH YEAR.—CLASS A.

| Seventh Term. | Periods per Week. | Eighth Term. | Periods per Week. |
|--------------------------------|-------------------|---|-------------------|
| <i>Zoölogy II.</i> | 5 | <i>English VI.</i> | 4 |
| Gymnastics | 2 | <i>Vocal Expression IV.</i> | 2 |
| The Study of Man, School | | <i>Geometry IV., Trigonometry</i> | 6 |
| Laws | 10 | <i>Botany II.</i> | 4 |
| Model School, IV., VI. | 15 | <i>Zoölogy III.</i> | 4 |
| | | <i>Geology</i> | 5 |
| | | Gymnastics | 2 |
| | | History of Education II. | 2 |
| | | Model School V. | — |

5. SPECIAL COURSE FOR TEACHERS.

Teachers of three years' experience who bring satisfactory recommendations may, with the consent of the principal and the Board of Visitors, select a course from the following studies:—

Required Subjects.—Principles of Education, the Art of Teaching, School Organization, School Government, History of Education, School Laws of Massachusetts, Child Study, observation, and a limited amount of teaching.

Electives.—The principles and method of teaching any of the subjects of the elementary or regular courses.

The written examination is not required for admission to this course. A certificate is given for a course of one year; for a two years' course a diploma is granted. A minimum of twenty periods per week is required.

Graduates of normal schools may select a post-graduate course of one or two years, which shall include the Principles of Education.



KINDERGARTEN.



A TYPICAL LABORATORY.

6 COURSE FOR COLLEGE GRADUATES.

The course of study for one year is as follows:—

Required Subjects.—Principles of Education, the Art of Teaching, School Organization, School Government, History of Education, School Laws of Massachusetts, Child Study, observation either in the model school or in a large high school, practice in teaching.

Electives.—The principles and method of teaching any of the subjects of the regular course.

Candidates are admitted to this course without written examination. A minimum of twenty periods per week is required, and when the course is successfully completed a diploma is granted.

The work is adapted to the special needs of the class. All the facilities of the normal and model schools are available, and also the use of the Brockton high school for observation purposes.

COURSES IN DETAIL.

ENGLISH LANGUAGE AND LITERATURE.

English I.—The elementary facts of language are organized from the teacher's standpoint: language as any mode of expressing thought; kinds of language,—(a) the language of action, considered with reference to life and conduct in the schoolroom, in the street and in the social relations; (b) conventional language,—sign, oral, written,—with the special uses of each variety and something of its history. Analysis of the spoken word, to discover elementary sounds, syllabication and accent, with their bearing upon correct pronunciation; analysis of the written word to discover relations between sound and symbol and their bearing upon correct spelling, oral and written; application of these analyses to the teaching of children. Etymology briefly treated as a key to the meaning of new words. Elementary composition, oral and written, with reference to choice of words, note-taking, letter writing, social forms, and the teaching of composition in the grades. Students begin to conduct class exercises.

English II — Grammar. The facts of sentence construction organized. Constant discussion of the value of these facts (a) to

the teacher, (b) to the general student, (c) to children of all grades. Language lessons and grammar compared,—definition, value and place of each in a graded course of study. Class exercises conducted by students.

English II. — A wide course of individual reading; careful study of selected works. Full discussion and frequent themes; practice in speaking and writing in many ways. Composition: development of literary sense; development of appreciation of a piece of English; development of the power of literary expression.

English IV. — History of the English language. Poetry,—simple types of narrative, emotional and reflective poems; more elaborate poetical works. Prose,—essays of Bacon, Addison, Lamb, Macaulay. Characteristics of thought and diction, with biography of authors and collateral reading, as a basis for the study of literature in the different grades of schools.

English V. — Periods into which the English language and literature are divided; historical characteristics of each period; changes which have taken place in the language; classes of literature most prominent in each period, and representative authors; illustrative works of each author read and discussed for the discovery of thought and expression, as a basis for study of literature in the different grades of schools. Students prepare topics and conduct class exercises.

English VI. — Individual study of courses elected by the student. The courses, which aim to be intensive, are carried on by means of syllabi, conferences and written reports, leading to a final thesis.

VOCAL EXPRESSION.

The department of expression aims: (a) to develop imagination, sympathy, concentration and continuity of thinking in the student; (b) to develop the student's love and appreciation of literature, and to make these the vital basis of the art of reading; (c) to present proper methods of dealing with the vocal interpretation of various forms of literature; (d) to teach the student how to arrive at a decision of his own on public questions, and how to give practical oral and written expression to his own constructive thinking; (e) to correct defects of articulation and pronunciation and acquire for the student correct and cultured speech; (f) to free all avenues of

expression, so that thought and feeling may speak through them directly and convincingly.

The course prepares students to teach reading and all related subjects in the public schools. It aims to develop and unfold in students a realization of that self-control, self-reliance and power which will prepare them for their future duties as members of the teaching profession, and which will also fit them to be citizens of influence in any community.

I. *Reading, Phonology, Platform Speaking.*—Study of the primary elements of thinking in their relation to reading and speaking; pause, phrasing, touch, change of pitch, inflection; elementary sounds of the English language, as a basis for good speech and as a preparation for teaching reading in the public schools; correct breathing, and right production and use of tone; platform speaking, as a means of securing control of the mind and correct carriage of the body.

For the men, special emphasis is placed upon extemporaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body; platform speaking.

II. *Reading, Vocal Culture, Story Telling for Children.*—Logical relation of ideas, modes of emphasis; conditions and qualities of tone; the use of the body in expression; story telling as a preparation for public school work.

For the men, logical relation of ideas, and modes of emphasis in vocal expression; written exercises in exposition, with a view to organization of interests for public address; extemporaneous speaking.

III.—Advanced exercises in voice and pantomime; movement and tone color in vocal expression; one monologue or short story prepared for platform delivery; study and presentation of one of Shakespeare's plays.

For the men, study of the lives of representative orators and typical orations; written exercises, which shall include the formal report, the public letter, the editorial, the eulogy, the commemorative address, and the dedicatory address.

IV.—Elective individual courses; advanced problems in literary interpretation, platform art, story telling for children, visible speech.

For the men, study of principles of debating and public speaking; preparation and delivery of short addresses on original topics; preparation of briefs; practice in debating, individually and in teams.

MODERN LANGUAGES.

(ELECTIVE.)

Modern languages are studied so that they may be used in intercourse with people who speak those languages. Correct pronunciation, therefore, is the first requisite; this, combined with careful ear training, soon enables the student to think in the language he studies. Much reading and conversation will give quickness in understanding and fluency in speaking.

French I. — Elementary and advanced divisions of the class are formed, according to the preparation of the students. Method of teaching pronunciation, and the essentials of grammar; reading of stories. *Maximum*, — reading of *Les Trois Mousquetaires*, conversation, ear practice.

French II. — Reproduction, reading of *Madame Thérèse*, conversation, ear practice. *Maximum*, — the finishing of *Les Trois Mousquetaires*, explaining in French what is read; reading of *Le Cid*, with conversation on the text read.

German I. — Object, — to pronounce correctly, to be able to understand ordinary German when seen on the printed page and when spoken, and to speak it. Method, — alphabet, essentials of grammar, much reading, reproducing and listening to reading, conversation; practice German script.

German II. — Reading German literature, ear practice, conversation and story telling.

LATIN AND GREEK.

(ELECTIVE.)

These subjects are studied mainly for the purpose of increasing the power of expression in the vernacular by careful and accurate translation; also by constant study of etymology and derivation, to gain a knowledge of the meaning of English words derived from Latin and Greek.

Latin I. — Practice in conducting classes. Special reading: Cicero, — *Epistolæ* and *De Officiis*.

Latin II. — Reading of Livy and Plautus. Syntax of the verb, reproduction, composition.

Latin III. — Reading of Quintilian and Horace. Method of teaching Caesar, Cicero and Vergil.

Greek. — Method of teaching Greek — alphabet, inflection, exercises, reproduction, translation.

GEOMETRY AND TRIGONOMETRY.

Geometry I.— Analysis of the subject to determine its educational value. Observation and definition of forms; derivation of principles of logical division; occurrence of geometric forms in nature and in architecture. Inductive observational work with practical applications, including field exercises. Construction: (1) with ruler, square and protractor; (2) with ruler and compasses. Mensuration of areas and volumes; working formulæ derived and applied practically. Syllogistic reasoning explained and applied. Conducting exercises and discussion of methods, with reference to grammar school geometry.

Geometry II.— Teaching of definitions by the students to acquire the art of definite questioning. A study of the axiom in all of its bearings. Review of the demonstration of a few typical propositions in plane geometry to teach the meaning of proof by syllogism; study of the method of teaching by consideration of the first book in solid geometry through individual, original work by each student. With the principles of the subject established, the course of study in observational,ventional and demonstrative geometry is considered, special attention being given to the correlation of arithmetic, algebra and geometry. Application of geometry to practical life, with special reference to the facts and principles used in the industries. Pedagogical value of the subject; its place and importance in the curriculum.

Geometry III.— (Elective.) Original demonstrations in solid geometry; problems in application of principles. Methods of teaching, with practice.

Geometry IV.— (Elective.) Plane analytical geometry.

Trigonometry.— (Elective.) Plane,—application in finding distance and areas; use of the transit. Spherical,—applications, as in finding great circle distance, and in calculating length of days and times of sunrise and sunset.

ARITHMETIC AND ALGEBRA.

Arithmetic.— The analysis of the subject, to show what parts shall be used in teaching. The study of the principles of the system of numbers; the expression of numbers, the operations upon and the relations of numbers. The method of laying out and teaching

the subject in primary and grammar grades. Study of the applications of arithmetic, and of commercial papers and mensuration, for the method of teaching; how to conduct class exercises; the preparation and use of appliances and devices.

Bookkeeping. — The analysis of the subject, to show what it includes. Exchange of property, accounts, single and double entry, for the principles of the subject and the method of teaching. Its relation to arithmetic as an application of the fundamental principles of that subject, and the use of bookkeeping in practical life, are emphasized.

Algebra I. — The subject is analyzed, to show what it includes, and to determine its pedagogical value. Literal notation, negative numbers, and the use of the numerical processes in simple equations are reviewed, for the purpose of determining the principles of the subject. The practical value of algebra is emphasized in solving problems from arithmetic, geography, physics, and other subjects in the curriculum. The method of teaching elementary algebra as an extension of arithmetic is carefully considered.

Algebra II. — A study is made of the principles of the subject, and of the method of laying out lessons and teaching the various topics. Pedagogical value of the subject; its practical value in solving problems in arithmetic, geometry, physics and astronomy, as well as its value as a stepping-stone to higher mathematics.

Algebra III. — (Elective.) Quadratics; permutations and combinations; progression; higher series; use of undetermined coefficients; binomial theorem; logarithms.

PHYSICS AND CHEMISTRY.

Physics I. — Qualitative study of the divisions of the subject,—for acquaintance with principles; for training in the interpretation of common phenomena—production of dew, fog, clouds, rain, frost and snow, ocean and atmospheric currents, land and sea breezes, floating of ice, tides, rainbow, twilight, eclipses, echoes, lightning; for the understanding of common instruments, machines and processes,—pumps, siphon, waterworks, barometer, thermometer, heating of buildings, production of artificial cold, use of double walls and windows, musical instruments, sewing machine, steam and gas engines, microscope, electric bell, telegraph, telephone, electric lighting (arc and incandescent). Usefulness and value of the subject as an instrument of education.

Physics II. — Qualitative work of course I.; quantitative work in general measurements and in the mechanics of solids and gases; graphical expression of results; solution of problems; practice in the preparation and presentation of subjects.

Physics III. — (Elective.) Quantitative study of important principles in acoustics, optics, heat, magnetism and electricity; solution of problems; laying out of subjects, preparation of apparatus and teaching by students; collateral reading, and acquaintance with some of the best books on physics; practical applications of principles.

Chemistry I. — Laboratory study of air, fire, water; of alkalis, acids and salts; of common metals and alloys,— to acquaint the students with the important facts of their chemical environment and to show how this knowledge can be used in the related school subjects and in practical life. Emphasis is laid upon applications to home activities, agriculture and manufacturing. Ability to use experiments in teaching is sought through conducting and presentation exercises.

Mineralogy I. — Laboratory study of the common minerals, rocks and soils; special application to agriculture. Each student is furnished with needed appliances, reference books and specimens. Constant correlation with elementary chemistry, geography and nature study. Uses of mineral bodies in manufacturing and building, and for decorative purposes.

Chemistry II. — Laboratory study of the chemistry of air; combustion and fuels; drinking water; alkalis, acids and salts; metals and non-metals; bleaching and dyeing; foods. Methods of investigation, conditions of success, ways of recording, probable reasoning; use of reference books; practice in conducting class exercises. Constant pertinent application to related school studies and to the activities of practical life.

Mineralogy II. — Minerals, rocks and soils,— their relation to plants, animals and man. Laboratory exercises, to teach the method of determining the physical and chemical properties of mineral substances. Field work and individual collections, to familiarize students with the material to be used in schools. Class discussions, recitations and teaching exercises, to sift the facts, emphasize the essentials, show the value of minerals in nature and their special application to agriculture.

Chemistry III. — (Elective.) *Qualitative analysis*,— to learn how to organize chemical facts for a practical purpose, and to gain

breadth of chemical knowledge and mastery of laboratory technique. Study and identification of basic ions and acidic ions, and complete analysis of substances unknown to the student. Use of standard reference books.

Chemical Theory.—Study of standard works for an acquaintance with current theories; making of charts; class exercises, for clear exposition and application. Verification in the qualitative analysis.

Determinative Mineralogy.—Analysis of minerals in the laboratory, using Brush's *Manual* as the guide.

Chemistry IV.—(Elective.) Quantitative analysis, water analysis, milk analysis, soil analysis. Students may elect any one of the lines for thorough study, or typical problems in each of the lines.

BOTANY AND ZOOLOGY.

Nature Study.—This course includes laboratory and field study of seed distribution and germination, plant growth and habits, the influence of adaptability in competition, the influence of cohesion and adnation in production of seeds, the most common trees, lichens, mosses and ferns, the land birds of the vicinity, the metamorphosis of insects, and lessons on domestic animals.

School Gardens.—This part of the course is intended to fit the students to plan and conduct a school garden. To that end the fundamental principles of agriculture are taught, experiments are made and recorded, and each pupil plans, plants and cultivates a small garden.

Botany I.—Study of plant forms from the simpler to the more complex types; power of adaptability of each type; experiments in growth, respiration, digestion, and propagation; analysis of plants.

Botany II.—(Elective.) Cryptogamic plants,—microscopic study of selected types in each division of flowerless plants, to trace the advance in vegetative and reproductive structure.

Zoölogy I.—Laboratory study of animal types; variations of each type in its adaptation to environment; plans of development; general classification.

Zoölogy II.—(Elective.) Dissection of sea anemone, worm, lobster, fish, frog, bird, cat.

Zoölogy III.—(Elective.) Field and laboratory study of the life history of ten animals, recorded and illustrated; permanent mounts for the microscope prepared.

PHYSIOLOGY AND HYGIENE.

The following lines of work are taken up:—

1. The human body as a whole, for its external and structural parts, its general plan and its building materials.

2. Laboratory work, for a knowledge of tissues, structures and processes.

3. The various systems of the body, for (a) the essential facts of anatomy, (b) the functions of the various systems and organs, (c) the fundamental laws of health. Special attention is given to the digestive and nervous systems.

4. Effects of alcohol and narcotics.

5. Foods and food values.

6. A study of the principles of sanitary science, including such topics as (a) ventilation and heating, (b) plumbing and drainage, (c) water and milk supply, (d) bacteria in relation to disease, (e) contagious and infectious diseases, (f) school hygiene.

7. Practice in preparing materials and conducting class exercises. Study of graded course in physiology, to determine its adaptation to practical school work.

The subject is taught by the aid of a human skeleton, a life-sized manikin, various models and charts, specimens of internal organs, experiments, and the dissection of specimens from the lower animals. The various tissues of the body are studied by means of microscopic sections and lantern slides.

GEOGRAPHY AND GEOLOGY.

I. **Physiography.**—Laboratory exercises and field work, to discover the agencies producing changes in the crust of the earth. Method of deriving theories of the structure of the earth, with emphasis on local geology. Each student has his place at the tables, studies rocks and soils, makes collections, and prepares class exercises.

II. **Geography**—A study of man's physical and social environment as determining his activities and development. The following lines of work are taken up:—

(1) The earth as a planet, for the underlying principles of astronomical geography, including the effects of the earth's rotation and revolution. (2) The atmosphere, for the great laws of climate. (3)

The ocean as a modifier of continents and climate and as a great commercial highway. (4) The evolution of topographic forms and the uses which man makes of them, with the qualities which render them thus useful. (5) The people in their industrial and institutional life, including the development of the great industries and institutions among men, and a comparative study of the great commercial nations. (6) Locational geography, to fix important facts of location for general intelligence. (7) Field work and laboratory exercises, for the practical application of principles learned. (8) The preparation of materials and exercises for teaching. (9) Practice in conducting class exercises. (10) The study of a graded course in geography, to determine its adaptation to practical school work.

An excellent electric lantern, with a good collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts and instruments are constantly accessible to the student.

III. Geology. — (Elective.) Laboratory study of rocks and fossils of different periods; field work on the local geology of the State; reading of the best authorities. Preparation of maps and other material for teaching.

ASTRONOMY.

(ELECTIVE.)

Observations on the sun, moon, stars, planets, comets, meteors and nebulæ, as a foundation for astronomical theory. Each student learns to recognize in the heavens at least twenty-five constellations, and to represent the same upon a planisphere. The mythology connected with the various configurations is noticed. Study of the terrestrial and celestial spheres in their relation to each other, of the heavenly bodies, and of the astronomical theories of the varied phenomena of the universe. The method of bringing these fascinating astronomical facts to the attention of the children in the schools is considered. The practical value of astronomy in chronology, navigation, geodesy, surveying, exact time, and many other lines of study is emphasized. Students have the aid of a telescope with four-inch object glass.

HISTORY.

I. English History. — A brief study is made of the great movements in the development of English institutions, for the purpose of finding the principles on which United States history is based, and

for understanding the conditions that led to the settlement of America.

II. American History. — The organization of American history into its great periods of development is made the basis of history teaching. In each period the students determine the problem to be worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crises, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bearing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civic service on the part of each individual. The work is conducted in the library of history, to teach how to use a library. Use of lantern slides; preparation of maps and tables; use of pictures, and study of sources of history; practice in conducting drill exercises and discussions; arrangement of a graded course of study; how to use the text-book.

III. General History. — The principles of historical development, as derived from the study of the progressive development of human society in the Oriental, Classic and Teutonic nations; use of the historical library in the preparation of abstracts of topics for teaching, these forming the basis of class discussion; preparation of outlines, comparative maps and tables of time; plans for school exercises; practice in conducting discussions; use of historical pictures.

VOCAL MUSIC.

1. The principles of musical expression and their application, including the right use of the voice and individual sight singing; rote songs, ear training, melody writing, study of intervals, chords and the elements of harmony; musical history and biography. These subjects are considered in their relation to grade work, and opportunities are given for conducting the class. In the latter part of the student's course opportunity is given for teaching in the grades.

2. Chorus practice twice a week throughout the students' course. The study of musical form, and the analysis of masterpieces by means of the pianola.

3. A glee club is organized for the ladies, and there is an orchestra for those who play upon instruments.

THE MANUAL ARTS.

It is the purpose of the course in the manual arts, (1) to cultivate appreciation, and the power to discover the beautiful in nature and in the work of the craftsman; (2) to give opportunity for the development of the creative power of the student through constructive and decorative design; (3) to enable the student to acquire some skill in the technique of drawing and in the construction of articles from the more important materials used in the industries. The subject is studied in its three phases,— pictorial effects, enrichment and construction.

Pictorial Effects.—The study of pictorial effects develops an interest in the elements of a picture: form, value, color, perspective, composition, light and shade, textures. It gives power to express these elements in silhouette, outline and light and shade, by means of the crayon, brush, pencil, pen and charcoal.

Enrichment.—The study of decoration renders familiar the units of design,—geometric, natural, abstract,—and their orderly arrangement for balanced, rhythmic and harmonious effects of form and color. Knowledge of historic ornament is acquired.

Construction.—The study of construction gives a knowledge of form, and the power to express such knowledge through working drawings, both freehand and mechanical.

Manual Work.—Construction—the study of the best methods of making articles—and enrichment—the study of harmonious decoration—introduce the student to the industries. This subject implies a knowledge of the origin of materials, their refinement for the market, and the commercial value of the product. The student constructs his own designs for the articles to be made, both for their form and for their decoration.

The use of materials of one dimension—*e.g.*, worsted, cord, thread, raffia, reed, cane—involves the processes of braiding, knotting, crocheting, knitting, sewing, embroidery and weaving. Knowledge of these processes and skill in handling the materials render possible the making of mats for the table, for the floor, for plants and for piazza seats; work, waste and lunch baskets; bags for shopping, for books and for work; articles of clothing, both plain and embroidered.

The use of materials of two dimensions—*e.g.*, paper, cardboard, leather, metal, thin wood—involves measuring, drawing, cutting,

pasting, covering, lining and assembling. Familiarity with these materials and processes enables one to make envelopes, calendars, toys and games, blotter and note pads, portfolios, boxes and books. Printing, and the covering, repairing and rebinding of books form part of this course.

The use of materials of three dimensions — *e.g.*, clay and wood — involves the processes of modeling and carving and the use of carpenter's tools. Plant and animal forms are modeled from nature; fables and stories are illustrated; historic ornament is reproduced; and original designs are executed in relief. A study of ceramics is made, and pottery forms are built. The course in the workshop includes instruction in the make-up, care and use of tools; a study of wood and hardware, to insure intelligent selection of materials on the basis of cost and adaptation to the purpose; a study of models, working drawings and specifications, to get clear ideas of the articles to be made and the order of procedure; invention, and the making of independent drawings, to promote individual initiative, discover aptitude and develop taste; and construction at the bench, to conquer difficulties, train the hand and give honest expression to the ideas. Articles needed for use in school work, or by the students for any special purpose, may be made as a part of the work of the course.

I. Elementary Course. — In the elementary course of the school an *introduction* is afforded to the different forms of the manual arts.

II. Regular Course. — In the regular course the full outline is offered in pictorial, decorative, constructive and industrial work.

III. History of Art. — A chronological study of art epochs, giving more particular attention to Greek art of the fifth century and Italian art of the sixteenth century. The study is from the aesthetic and interpretive rather than the historic and technic points of view.

PENMANSHIP.

Penmanship is taught during both the junior and senior years. One period each week is devoted to practice under the personal direction of the supervisor, for the purpose of developing a plain, practical style of writing. Students are required to practice at least fifteen minutes a day, and submit their practice work to the supervisor for inspection, criticism and gradation. Each student practices from a complete course of lessons prepared by the supervisor himself.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. Students will be able to write well if they conscientiously try to apply the movement in all their written work. Since writing is essentially a co-ordinated movement, it has to be developed through patient and persistent practice. The seniors are also given blackboard practice, practice in counting, and in teaching lessons before their own classes. The seniors have abundant opportunity to observe the teaching done by the supervisor and the regular teacher in the model school. During the senior year the supervisor outlines a scheme for each grade, so that the students will have a knowledge of the theory of teaching the subject of penmanship in all the grades in the public school.

PHYSICAL TRAINING.

Gymnasium work is required twice a week during the student's course. Arrangements are made at the beginning of the course for the gymnasium dress and shoes; bathing cap and towels are also required. The initial expense is expected to cover the whole course.

The purposes of this department are:—

1. To aid the student in attaining his highest degree of physical efficiency and bodily symmetry; to stimulate and strengthen his co-ordinative faculties and establish the proper relation between his mental and physical powers.
2. To enable him to detect the sense deficiencies of children, to recognize the faults of posture or growth and prevent the abnormalities of the sitting and standing positions characteristic of the schoolroom.
3. To furnish him with means to improve and preserve the physical integrity of the pupils entrusted to his care.

The theoretical and practical work is based upon the principles of the Swedish Ling system, adapted to American needs. The course includes: (1) Practical talks on personal hygiene. (2) A study of the principles and applications of educational gymnastics, with special attention to the effects of gymnastic exercises. (3) Instruction and drill in gymnastic positions, movements and exercises. (4) Squad and class drills directed by students. (5) The

analysis of plays and games suitable for the schoolroom and school yard. (6) Observation of gymnastic work with children and practice in teaching them under public school conditions. (7) Emergency lessons: checking the flow of blood, resuscitation, transportation, and practical treatment of the common accidents and emergencies of school life. (8) Classic dancing, rhythmic exercises and æsthetic movements according to the Gilbert system. (9) Folk lore dancing. (10) Corrective gymnastics. (11) Anthropometry in its application to the strength tests of the students, and instruction in measurements of school children.

Athletics.—In the fall and spring, as the weather permits, the lawns surrounding the school buildings and the campus are used for games with students and children.

Instruction is given in basket ball and hockey, both for the recreative element in them and to furnish a means of establishing the teacher's attitude toward wholesome sport and hygienic athletics for girls and boys.

PSYCHOLOGY AND PEDAGOGY.

I. *Elemental Psychology.*—The study of the functions of the normal school, to indicate distinctly the principles and the method of the teaching in the school in all its lines of study.

II. *The Nature and Scope of the Teacher's Work and his Preparation for its Accomplishment.*—1. *The educational study of man* to find the principles of education which underlie all true teaching, including the study of the structure, function and normal action of the human body as the instrument of the mind. The study of the mind in its threefold activity of thought, feeling and will, through observation of its activity in self and in other minds, and by hearing and reading the testimony of other observers of mind.

2. *The consideration of the educational study of subjects* to get the principles of the subject, to learn why it should be taught, to find its pedagogical value.

3. *The analysis of the art of teaching*, to find definite directions for the practice of the art, considering the special study of human nature; of the individual pupil; the selection and arrangement of subject matter; the presentation of truth; the motives to study; study by the pupils; examination of pupils; object and method of criticism; the teacher's daily preparation.

4. *The study of school organization* to find what it is to organize

a school; the advantages of a good organization; opening of the school; classification of the school; distribution of studies; arrangement of the exercises; provisions relating to order.

5. *The study of the principles of government* to find what government is; what government requires in the governor and in the subject; what school government is; the basis of the teacher's right to govern; the end of school government; the motives to be used in school government and the method of their application.

6. *The observation and practice of teaching* to see the aim, motive, method and product of teaching exemplified in the good home and the good school.

7. *The study of the teacher's personality* to find how to make himself most acceptable to those for whom and with whom he works.

III. School Laws of Massachusetts.

IV. History of Education I.—The purpose of this course is to trace the great typical movements in educational development as the basis of progress in educational theory and practice; to broaden the horizon of the teacher through an acquaintance with the work of a few great leaders in education; to emphasize the relation of the spirit and environment of a people to their elementary and higher education; to lay a foundation for future educational reading and discussion.

V. History of Education II.—The development of educational principles is traced from early times to the present, through a study of institutions, methods and great leaders. History of educational development in England, United States and Massachusetts. The library method of study is used in this subject.

TRAINING DEPARTMENT

The purpose of the model school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It includes the kindergarten and the nine elementary grades of the public school of the center of the town. It has a principal and twelve regular teachers for training the students.

Course I. — Observation in the model school, to give familiarity with schoolroom conditions and methods. The students observe class exercises and discover their unity and purpose, and the steps in their development; they give attention to incidental training to learn how to establish right habits of activity; they discover in the details of

schoolroom management how the control of a school is secured. The observation extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Course II.—School hygiene, to develop sensitiveness to physical conditions in the child and his environment. The course includes the hygiene of the schoolroom (lighting, heating, ventilation, etc.), and the personal hygiene of the child with special reference to physical abnormalities, *e.g.*, defective sight, hearing, voice, posture and fatigue. The material for study is obtained by observation in the grades, and by reading, introspection, experimentation and discussion.

Course III.—Child study, to give sympathy, and a general knowledge of children before beginning to teach them. The course includes: (1) observation of children; (2) teaching individual children; (3) reading and discussion, to find the value and methods of child study, the principles of general development, the characteristics common to children in the same stage of growth, individual variations resulting from heredity and arrested development, and habit formation; (4) the course of study as an outcome of the knowledge of child development.

Course IV.—Practice in the model school. After careful observation in a grade to know the children, the students serve as assistants, conduct class exercises, teach different subjects, and finally, when sufficient skill in school management has been attained, take charge of the class. A special study of school administration is made by systematizing the results of observation, reading and discussion.

Course V.—Observation and practice in other schools in Bridgewater and in near-by towns, for breadth of experience. Opportunity is given for substituting. An intensive study of pedagogical literature and of some one of the leading educational problems of the day is carried on by each student when not teaching.

Course VI. School Administration and School Supervision.—This course is offered to all men of the school and to those women who are fitting for positions as principals and general supervisors. The work in school administration includes a study of the fundamental principles of school management, together with the methods and devices best adapted to promote self-control in the pupils. It furnishes opportunity to study some of the executive problems in

the modern graded school, and to become acquainted with some of the leading methods of instruction, classification and promotion of pupils. The students are introduced to the duties of a principal in organizing his school, so as to promote the physical, mental and moral welfare of the pupils and increase the efficiency and helpfulness of the teachers; they are also given practice in the keeping of records, computing school statistics, making reports and ordering text-books and supplies. As prospective principals or superintendents, they make a careful study of such problems as are included in the location, construction and furnishing of a modern school building, with best methods of lighting, heating and ventilating the different types of school houses.

KINDERGARTEN-PRIMARY COURSE.

The work of this course divides into three groups, as follows:—

1. *Subjects in the Regular Course of Studies.*—Geometry, arithmetic, physiology, English I. and III., nature study, vocal expression, vocal music, manual arts, gymnastics, literature, general history, history of art, history of education, the educational study of man.

2. *Kindergarten Theory and Practice.*—This group includes Froebel's mother play, with collateral reading, to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life; the psychology and practical use of the gifts; Froebel's occupations and other handiwork adapted to little children; classification of songs, games and stories, with a study of their educational value and practice in their use; program work, including the adaptation of all material to children of different ages, and a comparative study of other programs; observation and practice in the kindergarten.

3. *Primary Methods and their Application.*—This includes observation in all grades of the model school; school hygiene and child study as outlined in courses I., II. and III. of the training department; a study of the pedagogical value of the elements of the culture subjects (nature study, geography, history, literature, the fine arts), together with a study of the methods and material used in teaching them; a psychological and comparative study of historic and current methods of teaching reading, writing and number; teaching in grades I., II. and III. *The greater part of the practice teaching may be done in the primary or in the kindergarten grades, as the student elects.*

DISCIPLINE.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct.

REGULAR ATTENDANCE.

1. Regular and punctual attendance is required of every member of the school. The work to be accomplished is great, and the school year is short. The advantages of the school freely offered by the State to the students are expensive, and the State has a claim upon the student for the faithful use of them. No student can afford to lose a single school day, unless it is absolutely necessary that he should do it.
 2. Students must not make arrangements involving absence from any school exercise without previously obtaining permission. Students who are necessarily absent must make up the work. Students must return punctually after any recess or vacation.
 3. When a student finds it necessary to withdraw from the school, he must return the books and other property of the school and receive regular dismission; otherwise, he must not expect to receive any endorsement from the school.
-

TEXT-BOOKS AND PECUNIARY AID.

The use of text-books in all the studies is free.

The State makes an annual appropriation of four thousand dollars for the normal schools which is given to students from Massachusetts who are unable, without assistance, to meet all their

expenses, and who stand well in their studies; but this aid is not furnished during the first half year of attendance, and it is not given to students from Bridgewater. "Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid."

A loan fund, at present amounting to over \$1,000, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The provisions for its use are prescribed by a financial committee of the faculty.

GRADUATION EMPLOYMENT.

The statute laws of Massachusetts require that teachers in the public schools of the State shall be "persons of competent ability and good morals," and that they shall have the power to teach and govern the schools. The candidate for graduation from the State normal school must therefore fulfil the following requisites: —

1. He must have competent ability, as shown by his personality.
 2. He must have good morals.
 3. He must have passed satisfactorily the examinations in the prescribed course of studies.
 4. He must show the ability to teach and govern in his practice work.
-
-

SCHOLARSHIPS FOR GRADUATES.

There are four scholarships at Harvard University for the benefit of normal schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free. The incumbents are originally appointed for one year, on the recommendation of the

principal of the school from which they have graduated. These appointments may be annually renewed on the recommendation of the faculty of the university. Credit for subjects in the regular course is given both at Harvard and at Radcliffe.

REGISTER OF GRADUATES.

A record of the post-office address of each graduate, and what he is doing, is kept, that the principal may communicate with him promptly, and aid him to better positions. The graduates of the school are in quick demand. During recent years the majority of the graduating class were engaged to teach before they graduated, by superintendents and school committees who came to the school to see their work. The graduates find places according to their ability and experience.

VISITORS AND CORRESPONDENCE.

The school is always open to the public. Parents and friends of the students, school committees, superintendents, teachers, and any others who are interested in seeing its method and work, are cordially invited to come in at their convenience, and to introduce young persons of promise who may desire to avail themselves of its advantages.

Superintendents of the schools may help the schools under their supervision, and principals of high schools may help their own pupils, by encouraging those graduates of high schools who have the aptitude and fitness for the work, to attend the normal school and make special preparation for teaching.

The principal will be glad to receive from superintendents and other school officials copies of their reports, courses of study, and other documents of common interest, and will be pleased to reciprocate the favor.

RESIDENCE HALLS.

Mrs. IDA A. NEWELL, Matron.

Mrs. C. H. BIXBY, Assistant Matron.

Miss ROSE E. JUDGE, Resident Nurse.

WILLIAM S. GORDON, Engineer.

WILLIAM MOORE, Superintendent of Gymnasium and Grounds.

The State has erected and furnished three pleasant and commodious halls, to accommodate teachers and students. The halls are under the charge of the principal and matron.

Normal Hall includes the offices, reception and reading rooms, the dining room, work rooms, toilet and trunk rooms, and sixty-two residence rooms. The west wing of this Hall is occupied by young men.

Woodward Hall has sixteen large, well-lighted residence rooms, with toilet and trunk rooms.

Tillinghast Hall, a fine brick building completed in August, 1896, is handsomely furnished, and contains thirty-seven residence rooms, with toilet and trunk rooms.

Two students occupy one room. Each room is supplied with furniture, including mattress and pillows, is heated by steam, lighted by gas and electricity, and thoroughly ventilated. The rooms are furnished with single beds.

The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry and service. The aim is to make these expenses not more than eighty dollars a term for each young woman, and not more than eighty-five dollars a term for each young man. The young women take care of their rooms. These rates are made on the basis of two students occupying one room, and do not include board during the recess. An extra charge is made to students rooming alone, and for board during vacations. A deduction of two dollars is made for each full week's absence.

The price of board for a period of less than one quarter is four dollars and twenty-five cents per week.

TILLINGHAST HALL.

WOODWARD HALL.



In the assignment of rooms precedence is given to those who have been longest in the school. Tillinghast Hall is occupied chiefly by senior students. The assignment of rooms to students in the school is made just before the close of the spring term.

PAYMENTS.

Forty dollars is to be paid by each young woman, and forty-two and one-half dollars by each young man, at the beginning of the term; and the same amount by each at the end of ten weeks from the beginning of each term. These payments are required to be strictly in advance. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices. All school bills must be paid before a diploma is granted.

FURNISHINGS.

Each boarder is required to bring bedding, towels, napkins and napkin-ring, and clothes-bag. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name. The equipment needed for gymnasium work is as explained under Physical Training; arrangements for these articles must be made with the instructor in the department.

WHAT THE SCHOOL OFFERS.

It invites students to a plant costing \$500,000^f, in one of the pleasantest locations and having one of the best-equipped school buildings in the country.

Its grounds include a square of nearly four acres, on which are the buildings, a beautiful campus of six acres, a fine chestnut grove of one-half acre, an athletic field of two acres, and a natural science garden of nearly two acres.

It has eleven laboratories, scientific and industrial, furnished with modern appliances and superior collections of specimens for class use.

It has a library of 10,000 volumes in the different departments.

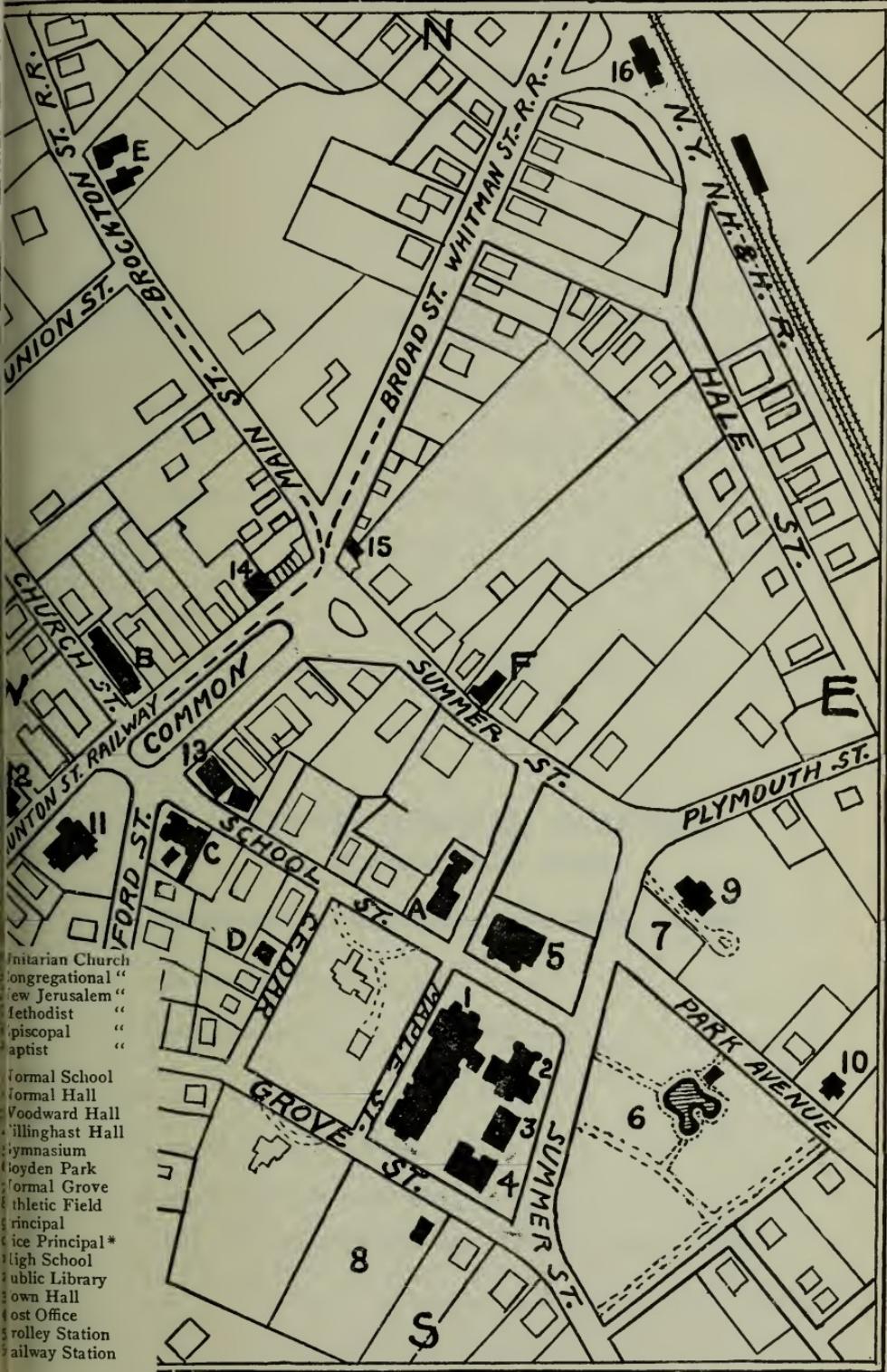
It offers six courses of study, the product of seventy years of experience.

It has a practice school of nine grades and a kindergarten. Tuition and use of text-books are free.

It provides for good living at the minimum cost. It has three pleasant, commodious residence halls, furnished, heated by steam, lighted by electricity, and well ventilated. Rent of rooms and use of furniture are free. Board, including table board, heating, lighting, laundry, and service, is furnished at wholesale cost prices.

It offers pecuniary aid to students who are unable to meet their expenses and who stand well in their studies.

It has a first-class, modern gymnasium, and athletic fields.



Office discontinued.

**STATE NORMAL SCHOOL,
BRIDGEWATER, MASS.**

**Certificate Required for Admission to a Preliminary
Examination.**

1910.

_____ has been a pupil in the _____ School for three years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof: —

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

**STATE NORMAL SCHOOL,
BRIDGEWATER, MASS.**

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY THAT M_____

is a regular graduate of a four years' course of the _____

_____ High School.

Average standing in studies is _____

Average standing in conduct is _____

Any additional information may be given by personal letter.

_____ *Principal.*

1910.

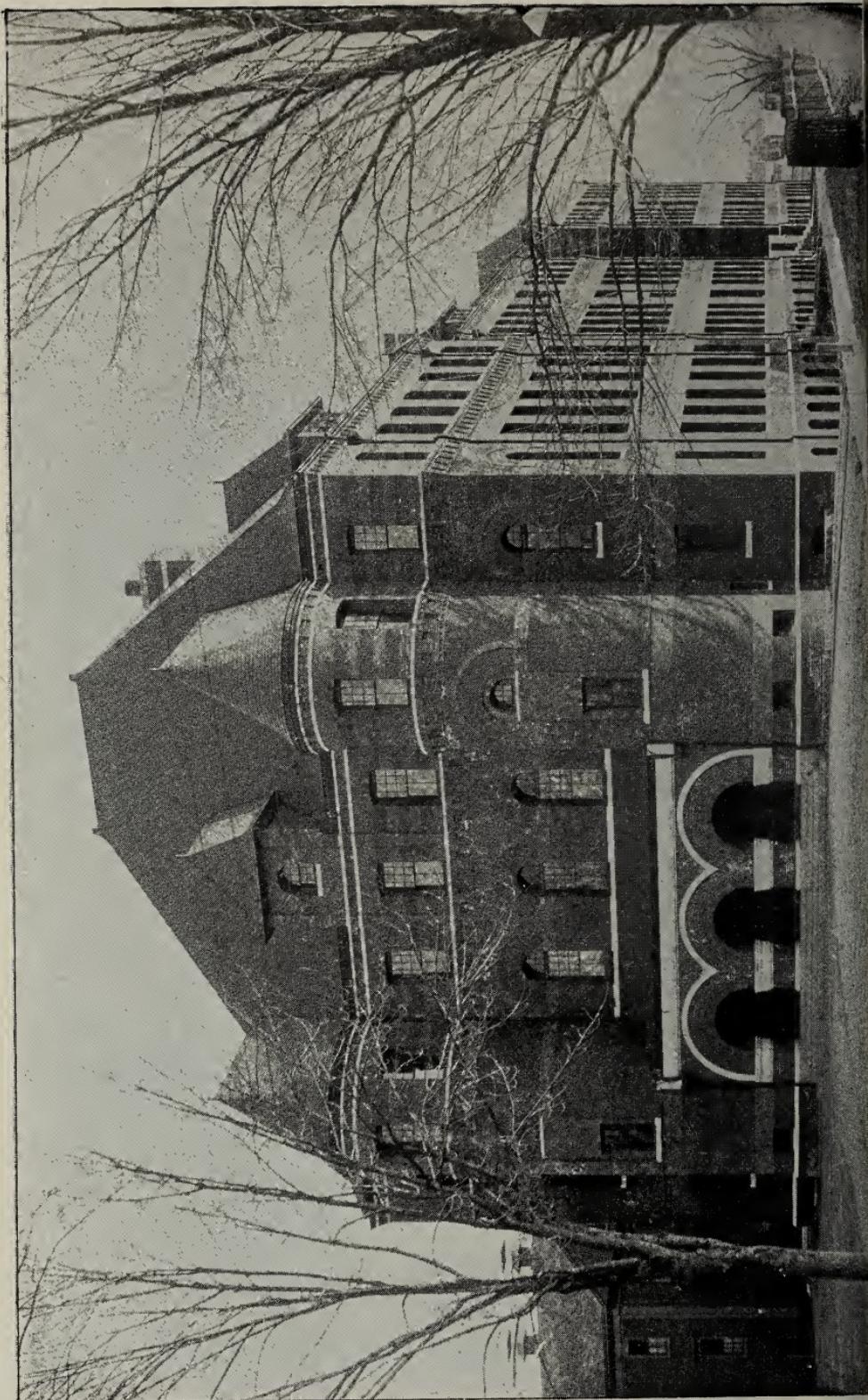
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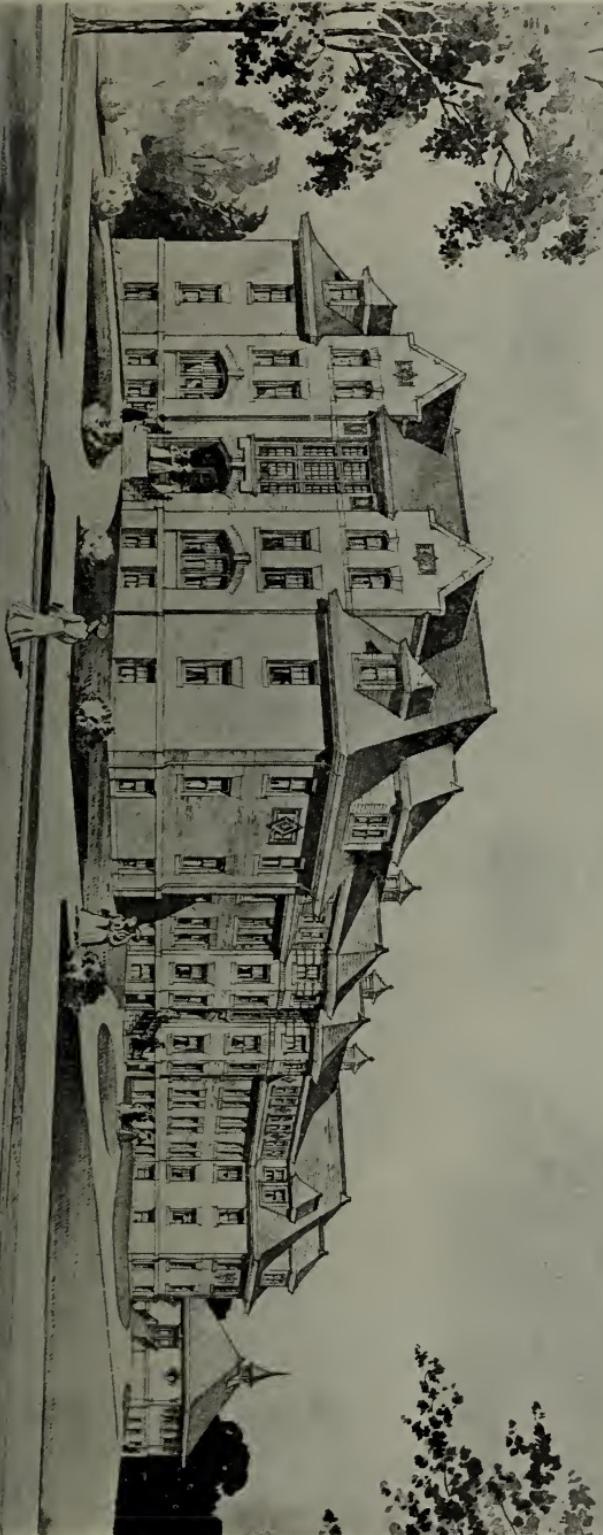
STATE NORMAL SCHOOL BRIDGEWATER : : MASS.



LIBRARY
OF THE
UNIVERSITY OF MASSACHUSETTS

1910 : : : : : : : : 1911





• NEW • DORMITORY • FOR • WOMEN •
• NORMAL • SCHOOL • BRIDGEWATER •
• HARTWELL • RICHARDSON & DRIVER •
• ARCHITECTS • BOSTON •

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS

ESTABLISHED 1840



1910-11



BOSTON
WRIGHT AND POTTER PRINTING COMPANY
STATE PRINTERS, 18 POST OFFICE SQUARE
1910

APPROVED BY
THE STATE BOARD OF PUBLICATION.

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837.

| | TERM EXPIRES. |
|--|------------------|
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| PAUL H. HANUS, Harvard University, Cambridge, | 1911. |
| LEVI L. CONANT, Polytechnic Institute, Worcester, | 1911. |
| CLINTON Q. RICHMOND, North Adams, | 1912. |
| SARAH LOUISE ARNOLD, 9 Crescent Avenue, Newton Center, | 1912. |
| SIMEON B. CHASE, Fall River, | 1912. |
| FREDERICK P. FISH, 84 State Street, Boston, | 1913. |
| FREDERICK W. HAMILTON, Tufts College, | 1913. |
| ELLA LYMAN CABOT, 190 Marlborough Street, Boston, | 1913. |

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DAVID SNEDDEN.

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WILLIAM ORR, Room 702, Ford Building, Boston.

CHARLES A. PROSSER, Room 509, Ford Building, Boston.

TREASURER.

GEORGE H. MARTIN, Room 302, Ford Building, Boston.

AGENTS.

| | |
|------------------------------------|----------------------------------|
| GEORGE H. MARTIN, | Ford Building, Boston. |
| JOHN T. PRINCE, | West Newton. |
| JAMES W. MACDONALD, | Stoneham. |
| JULIUS E. WARREN, | 875 Main Street, Worcester. |
| FREDERIC LYNDEN BURNHAM, | 9 Vincent Street, Cambridge. |
| FRANK WALDO, | Room 509, Ford Building, Boston. |

FACULTY.

ARTHUR C. BOYDEN, A.M., PRINCIPAL.

History, and History of Education.

ALBERT G. BOYDEN, A.M., PRINCIPAL EMERITUS.

Educational Psychology.

| | |
|---------------------------|--|
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| WILLIAM D. JACKSON, | Advanced Mathematics, Physics. |
| CHARLES P. SINNOTT, B.S., | Geography, Physiology. |
| HARLAN P. SHAW, | Chemistry, Mineralogy. |
| FRANK E. GURNEY, | Mathematics, Astronomy. |
| CHARLES E. DONER, | Supervisor of Penmanship. |
| CLARA C. PRINCE, | Vocal Music. |
| FANNY A. COMSTOCK, | Mathematics, English. |
| ELIZABETH F. GORDON, | Supervisor of Physical Training. |
| RUTH F. ATKINSON, | Assistant in Physical Training. |
| ALICE E. DICKINSON, | English. |
| FLORENCE I. DAVIS, | Botany, Zoölogy, School Gardening. |
| ANNA W. BROWN, | Vocal Expression. |
| MABEL B. SOPER, | Supervisor of Manual Arts. |
| ELIN JONSÉN, | Manual Training. |
| MABEL L. HOBBS, | Supervisor of Training and Child Study. |
| ANNE M. WELLS, | Supervisor of Kindergarten-Primary Course. |

MODEL SCHOOL.

BRENELLE HUNT, PRINCIPAL, Grade IX.

| | |
|--------------------|----------------------------|
| ETHEL P. WHEELER, | Grade IX. |
| MARTHA M. BURNELL, | Grade VIII. |
| MYRA E. HUNT, | Grade VII. |
| BERTHA O. METCALF, | Grades VI., VII. |
| NELLIE M. BENNETT, | Grade VI. |
| JENNIE BENNETT, | Grade V. |
| SARAH V. PRICE, | Grade IV. |
| SARAH W. TURNER, | Grade III. |
| NEVA I. LOCKWOOD, | Grade II. |
| FLORA M. STUART, | Grade I. |
| ANNE M. WELLS, | Principal of Kindergarten. |
| FRANCIS P. KEYES, | Assistant in Kindergarten. |

CHARLES H. BIXBY, Accountant and Clerical Assistant.

[Figures in light face indicate no session.]

. . . 1911 . . .

. . . 1912 . . .

JANUARY.

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CALENDAR.

1911.

Graduation

Tuesday, June 20, 10 A.M.

First Entrance Examination

Thursday and Friday, June 22 and 23, at 9 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 5 and 6, at 9 A.M.

School Year Begins

Model School, Tuesday, September 5.

Normal School, Thursday, September 7, at 9 A.M.

Thanksgiving Recess

Begins Tuesday night, November 28. Ends Monday night, December 4.

Christmas Recess

Begins Friday night, December 22. Ends Monday night, January 1.

1912.

Second Term Begins

Monday, January 29.

Spring Recess

Begins Friday night, March 15. Ends Monday night, March 25.

Graduation

Tuesday, June 18, 10 A.M.

First Entrance Examination

Thursday and Friday, June 20 and 21, at 9 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 10 and 11, at 9 A.M.

School Year Begins

Model School, Tuesday, September 10.

Normal School, Thursday, September 12, at 9 A.M.

Thanksgiving Recess

Begins Tuesday night, November 26. Ends Monday night, December 2.

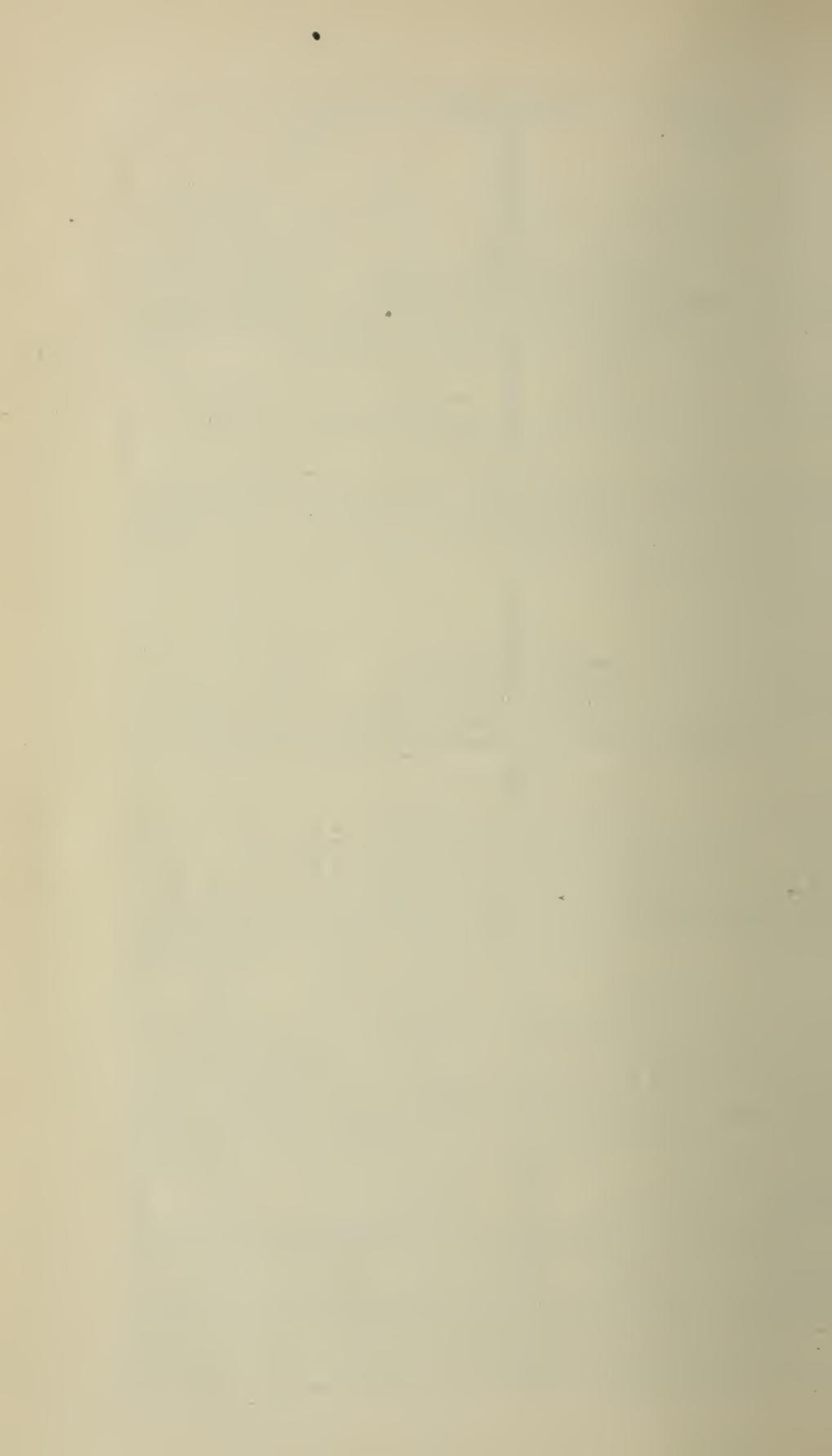
Christmas Recess

Begins Friday night, December 20. Ends Monday night, December 30.

Sessions are from 9 A.M. to 12 M., and 1.15 P.M. to 3.50 P.M. There are no sessions on Saturday.

Candidates who take the examination in September should come prepared to stay. Accommodations during the time of the examinations may be had at Normal Hall. For information concerning the school address the principal at Bridgewater.

The telephone call of the school is "8044-3;" the telephone call of the principal's residence is "2-2."



STUDENTS.

FOR THE YEAR BEGINNING SEPT. 8, 1910.

SPECIAL COURSES.

| | | |
|---|---------------------------------|----------------------|
| Bagdoyan, Sarkis Manoog . . . | Central Turkey College . . . | East Cambridge. |
| Gomez, Galacion . . . | Normal School of Mexico . . . | City of Mexico, Mex. |
| Guillen, Alejandro . . . | Normal School, Peru . . . | Cuzco, Peru. |
| Hatch, Aram Horhannes . . . | Central Turkey College . . . | Boston. |
| Sarrafian, Kevork Avedis ¹ . . . | Central Turkey College . . . | Boston. |
| Torres, Arturo . . . | Norm'l School, Costa Rica . . . | Bridgewater. |
| Vigneron, Marcel Henri . . . | University of Poitiers . . . | Brockton. |
| Alden, Edith May ² . . . | Teacher . . . | Willimansett. |
| Ames, Marian . . . | Teacher . . . | Pepperell. |
| Black, Gladys Nancy . . . | Norm'l School, Castine, Me. . . | Cape Rozier, Me. |
| Caldwell, Cornelia Beatrice . . . | Colby College . . . | Brimfield. |
| Carruthers, Mary Ann . . . | Teacher . . . | Quincy. |
| Caryl, Hazel Beatrice . . . | Mt. Holyoke College . . . | Bridgewater. |
| Derby, Ethel White . . . | Mt. Holyoke College . . . | Bridgewater. |
| Eyjian, Mary Nerves . . . | Marash College, Turkey . . . | Middleborough. |
| Flower, Ethel May . . . | Nor'l Sch'l, Castleton, Vt. . . | Rupert, Vt. |
| Goddard, Mary Elizabeth . . . | Teacher . . . | Campello. |
| Metcalf, Bertha Onelia . . . | Teacher . . . | Bridgewater. |
| Noyes, Julia M. ³ . . . | Teacher . . . | Haverhill. |
| Potts, Euphemia Katharine . . . | Teacher . . . | Atlantic. |
| Reynolds, Louella . . . | Teacher . . . | Boston. |
| Wells, Ethel Medora . . . | Teacher . . . | Pepperell. |
| Winters, Alice Elizabeth . . . | Teacher . . . | Milford, N. H. |

Men, 7; women, 16.

REGULAR COURSE.

| | | |
|---|----------------------|---------------|
| Chase, Preston Leigh . . . | East Harwich . . . | Entered 1907. |
| Hayes, George Edward . . . | Bridgewater . . . | " " |
| Lane, Lester Malcolm ² . . . | Hingham Center . . . | " " |
| Lincoln, Edward Andrews . . . | North Raynham . . . | " " |
| Mea, Thomas Lynch . . . | Rockland . . . | " " |
| Willis, Nathan Elliot . . . | Bridgewater . . . | " " |
| Cagney, Katharine Edith . . . | Bridgewater . . . | " " |
| Caplice, Sarah Gertrude . . . | Rockland . . . | " " |
| Matson, Eleanor Howe . . . | Whitman . . . | " " |
| McCormick, Catherine Elinor . . . | Weymouth . . . | " " |
| Merrifield, Viola Louise . . . | Bridgewater . . . | " " |
| Randall, Regina . . . | Brockton . . . | " " |
| Stoddard, Carrie Elizabeth . . . | Accord . . . | " " |

¹ Present second term.

² Present first term.

³ Present part of first term.

| | | | |
|--------------------------------------|---------------------------|---------|-------|
| Walsh, Mary Lillian . . . | Bridgewater . . . | Entered | 1907. |
| Waugh, Edith Lucy . . . | Whitman . . . | " | " |
| Williams, Mary Emelia . . . | Easton . . . | " | " |
| Darling, Harry Carlton . . . | Rockland . . . | " | 1908. |
| Dolan, James Edward . . . | Randolph . . . | " | " |
| Dunn, Valentine Francis . . . | Rocklaid . . . | " | " |
| Early, James Louis . . . | Campello . . . | " | " |
| McEvoy, Joseph Michael . . . | North Brookfield . . . | " | " |
| McKinnon, George Linus . . . | Whitman . . . | " | " |
| Wilbur, Howard . . . | Fall River . . . | " | " |
| Arnold, Eileen Frances . . . | Brockton . . . | " | " |
| Denlinger, Katharine Barker . . . | North Weymouth . . . | " | " |
| Howes, Sarah Freeman . . . | East Dennis . . . | " | " |
| Hunt, Marion Bancroft . . . | Bridgewater . . . | " | " |
| Onley, Mary Hudson . . . | New Bedford . . . | " | " |
| Ryan, Anna Louise . . . | East Weymouth . . . | " | " |
| Severance, Evelyn Searles . . . | South Hanover . . . | " | " |
| Whiting, Esther Martha . . . | Brockton . . . | " | " |
| Williamson, Charlotte Janet . . . | Brockton . . . | " | " |
| Blake, Harold Rockwood . . . | Marlborough . . . | " | 1909. |
| Churchill, Everett Avery . . . | Bridgewater . . . | " | " |
| Conlon, Joseph Augustus . . . | Campello . . . | " | " |
| Gill, Henry Forrest . . . | Brockton . . . | " | " |
| Jones, Arthur Clarendon . . . | Charlemont . . . | " | " |
| Murphy, James Anthony . . . | Whitman . . . | " | " |
| Newhall, Orton Cole . . . | North Middleborough . . . | " | " |
| O'Brien, John James . . . | Hingham . . . | " | " |
| Raymond, Oscar Francis . . . | Brockton . . . | " | " |
| Standish, Alfred Elmer . . . | Middleborough . . . | " | " |
| Swift, Bradford Elmer . . . | Middleborough . . . | " | " |
| Young, Kenneth Lincoln . . . | Hingham . . . | " | " |
| Berry, Ila De Ette . . . | Gloucester . . . | " | " |
| Crane, Eva Mildred . . . | Avon . . . | " | " |
| Crimmin, Marguerite Marie . . . | Brockton . . . | " | " |
| Depoyan, Martha . . . | Bridgewater . . . | " | " |
| Harris, Gladys Myrtle . . . | Abington . . . | " | " |
| Hopkins, Elizabeth . . . | Marion, O. . . | " | " |
| Lane, Alice Rubena . . . | Hingham Center . . . | " | " |
| Paine, Doris Mae . . . | Winchester . . . | " | " |
| Robbins, Helen Paine . . . | Harwich . . . | " | " |
| Speare, Mildred Dexter . . . | Chelsea . . . | " | " |
| Tower, Nellie Alta . . . | Hanover . . . | " | " |
| Waldron, Hope Perry . . . | Dighton . . . | " | " |
| Cushing, Josiah Stearns . . . | Middleborough . . . | " | 1910. |
| Hunt, Harold David . . . | Bridgewater . . . | " | " |
| Lane, John Joseph . . . | Rockland . . . | " | " |
| McCarthy, William James . . . | Somerville . . . | " | " |
| McCreery, Walter Joseph . . . | Fall River . . . | " | " |
| McDonnell, Bernard Joseph . . . | South Boston . . . | " | " |
| Panossian, Arslon ¹ . . . | Boston . . . | " | " |
| Phinney, Perlie Melvin . . . | Middleborough . . . | " | " |
| Rau, William M. ² . . . | Roxbury . . . | " | " |

¹ Present part of first term.² Present first term.

| | | |
|-------------------------------------|-----------------------|---------------|
| Wheeler, Roger Bethel . . . | Bridgewater . . . | Entered 1910. |
| Brownell, Mildred Edna . . . | New Bedford . . . | " " |
| Burns, Harriet Frances . . . | Quincy . . . | " " |
| Henry, Susa Watson . . . | Brockton . . . | " " |
| Johnson, Edith Christina . . . | Milton . . . | " " |
| Kendregan, Emily Elizabeth . . . | Rockland . . . | " " |
| Kendrick, Edith Louise . . . | Brockton . . . | " " |
| Manchester, Almyra Sherman . . . | South Dartmouth . . . | " " |
| McCausland, Elizabeth Rebecca . . . | Whitman . . . | " " |
| McFadden, Iva Martha . . . | Haverhill . . . | " " |
| Nerney, Dolly Blanche . . . | Attleborough . . . | " " |
| Newton, Dorothy . . . | South Easton . . . | " " |

Men, 35; women, 42.

INTERMEDIATE COURSE.

| | | |
|---|------------------------|---------------|
| Andrews, Ella Cary . . . | Campello . . . | Entered 1908. |
| Beattie, Cecilia Mary . . . | Bridgewater . . . | " " |
| Faircloth, Catherine Agatha . . . | Rockland . . . | " " |
| Hager, Mildred Rich . . . | Somerville . . . | " " |
| Hall, Alice Jane . . . | Brockton . . . | " " |
| Lee, Mary . . . | Fall River . . . | " " |
| Llewellyn, Lois Howard . . . | Rockland . . . | " " |
| Luce, Lillian Emerson . . . | Somerville . . . | " " |
| Maloney, Sara Louise . . . | Taunton . . . | " " |
| Norton, Helen Frances . . . | Bridgewater . . . | " " |
| O'Neil, Ellen Margaret . . . | West Bridgewater . . . | " " |
| Seaver, Jennie Williams . . . | Taunton . . . | " " |
| Shaw, Mabel Haskell . . . | Bridgewater . . . | " " |
| Stratton, Elsie May . . . | Oak Bluffs . . . | " " |
| Adelson, Annie . . . | Brockton . . . | " 1909. |
| Adelson, Eva Viola . . . | Brockton . . . | " " |
| Ayer, Dorothy May ¹ . . . | Winchester . . . | " " |
| Barnes, Esther Mary . . . | Brockton . . . | " " |
| Bishop, Carrie Amy . . . | North Abington . . . | " " |
| Clarke, Marguerite . . . | Millville . . . | " " |
| Fetherston, Sadie . . . | Brockton . . . | " " |
| Hobart, Eva Antoinette Follansbee . . . | Quincy . . . | " " |
| Hunt, Katie Muriel . . . | Norwood . . . | " " |
| Lane, Catherine Peresa . . . | Rockland . . . | " " |
| Lewis, Ella Hastings . . . | Malden . . . | " " |
| Lovell, Marian Stebbins . . . | Winchester . . . | " " |
| Lundergan, Mae Louise . . . | Brockton . . . | " " |
| Martin, Alice . . . | Brockton . . . | " " |
| Murrill, Margaret Mary . . . | Rockland . . . | " " |
| Nye, Mildred Fally . . . | Campello . . . | " " |
| Power, Maria Katherine . . . | Taunton . . . | " " |
| Ross, Clara . . . | Dorchester . . . | " " |
| Runnels, Ida Davis . . . | Elmwood . . . | " " |
| Russell, Gladys Felton . . . | West Hanover . . . | " " |
| Sears, Madeline Howard . . . | East Dennis . . . | " " |
| Alger, Grace Linwood . . . | West Bridgewater . . . | " 1910. |

¹ Present first term.

| | | |
|-------------------------------|---------------------------|---------------|
| Arden, Lena Kate . . . | New Bedford . . . | Entered 1910. |
| Cleaves, Ethel Virginia . . . | Brockton . . . | " " |
| Cronan, Rita Mae . . . | Campello . . . | " " |
| Crossman, Elsie Babcock . . . | Milton . . . | " " |
| Day, Edna Camille . . . | Hanover . . . | " " |
| Fountain, Marion Louise . . . | Attleborough . . . | " " |
| Garrity, Florence Helen . . . | Abington . . . | " " |
| Hunt, Florence Angeline . . . | South Middleborough . . . | " " |
| Johnson, Celia Pearl . . . | Norton . . . | " " |
| King, Hilda Ullman . . . | New Bedford . . . | " " |
| Knowles, Cora Winifred . . . | Campello . . . | " " |
| Lydon, Helen Teresa . . . | Abington . . . | " " |
| Mea, Frances Bessie . . . | Rockland . . . | " " |
| O'Grady, Annie Loretta . . . | Rockland . . . | " " |
| Phipps, Frances Mildred . . . | Milton . . . | " " |
| Turner, Lillian Augusta . . . | Bridgewater . . . | " " |
| Turner, Miriam Reed . . . | Bridgewater . . . | " " |
| Winslow, Marion Frances . . . | West Hanover . . . | " " |

Men, 0; women, 54.

KINDERGARTEN-PRIMARY COURSE.

| | | |
|-------------------------------------|------------------------|---------------|
| Dustan, Helen Colburn . . . | Worcester . . . | Entered 1908. |
| Ford, Matilda Elizabeth . . . | Waltham . . . | " " |
| Gurdy, Ruth Cassandria . . . | Rockland, Me. . . | " " |
| Pratt, Edythe . . . | Bridgewater . . . | " " |
| Sweet, Helen Caroline . . . | Bridgewater . . . | " " |
| Thompson, Helen Loring . . . | Halifax . . . | " " |
| Tully, Mary Alice . . . | Campello . . . | " " |
| Whiting, Harriet Edna . . . | Bridgewater . . . | " " |
| Emery, Nellie Walters . . . | East Harwich . . . | 1909. |
| French, Isabel Somerset . . . | Salisbury . . . | " " |
| Upton, Josephine Pervier . . . | Stoneham . . . | " " |
| Wheeler, Flora Stella . . . | Enfield, N. H. . . | " " |
| Alger, Katharine Brown . . . | West Bridgewater . . . | 1910. |
| Bates, Charlotte Dorothea . . . | Bridgewater . . . | " " |
| Hall, Inez Meredith . . . | Dennis . . . | " " |
| Howard, Helen Covington . . . | West Bridgewater . . . | " " |
| Hulett, Alice Vivian . . . | Abington . . . | " " |
| Hunter, Genevieve Story . . . | Lowell . . . | " " |
| Josey, Josephine ¹ . . . | Boston . . . | " " |
| Pimer, Grace Robinson . . . | Attleborough . . . | " " |
| Richards, Helen Norton . . . | Attleborough . . . | " " |
| Wales, Alice Dudley . . . | North Abington . . . | " " |
| Wilkes, Ruth Howard . . . | Abington . . . | " " |

Men, 0; women, 23.

ELEMENTARY COURSE.

ENTERED 1909.

| | | |
|----------------------------------|-----------|---------------------|
| Abbott, Alice Mabel . . . | | North Attleborough. |
| Andrews, Gertrude Beatrice . . . | | Whitman. |
| Andrews, Marion Edith . . . | | Brockton. |

¹ Present second term.

| | |
|--|------------------|
| Badger, Louise Goodrich | Bridgewater. |
| Birnie, Annie Riddell | Quincy. |
| Bonney, Annie Weston | Hanover. |
| Bonney, Lucy Josselyn | Hanover. |
| Burgess, Catherine | Hingham Center. |
| Burrill, Laura May | Winthrop. |
| Burt, Doris Catherine | Taunton. |
| Carder, Inez Idella | East Milton. |
| Clement, Marie Aurore | Cambridge. |
| Connor, Marguerite Agatha | East Weymouth. |
| Cronin, Ida May | East Weymouth. |
| Deeg, Rosina Sophia | Sharon. |
| Doane, Alice May | East Braintree. |
| Dodge, Frances Badger | Roxbury. |
| Dore, Hattie Mabel | North Andover. |
| Downer, Lilla De Mar | North Falmouth. |
| Driscoll, Catherine Helen | Quincy. |
| Drislain, Ellen Gertrude | Canton. |
| Emerson, Muriel Alice | Reading. |
| Falvey, Katherine Anastasia | Quincy. |
| Flieger, Annie Jane | Winthrop. |
| Freeman, Mabel Snow | Wareham. |
| Gordon, Marian | West Medford. |
| Gormley, Bertha Frances | Abington. |
| Hayford, Harriet Pierce | Brockton. |
| Hays, Susan Ann | Fall River. |
| Henchey, Mary Agnes ¹ | Quincy. |
| Hinks, Louise | South Weymouth. |
| Homer, Eleanor Jean | Winchester. |
| Jenney, Mollie Canfield | Marion. |
| Johnson, Etta Mabel | Melrose. |
| Johnston, Marion Borden | Fall River. |
| King, Helen Marguerite | South Braintree. |
| Lanphear, Nelle Caroline | Richmond, R. I. |
| Laycock, Edith Lillian | Unionville. |
| MacDonald, Jennie Scott | Bridgewater. |
| Mangan, Elizabeth Margaret | Abington. |
| Margeson, Helen Jane | Winthrop. |
| McColl, Eugenia Augusta | Niantic, R. I. |
| McCormick, Helena Ruth | Wollaston. |
| McIntosh, Grace Emily | Somerville. |
| Mendell, Annie Dennis | Mattapoisett. |
| Murphy, Agnes Elizabeth | West Stoughton. |
| Murphy, Helen Adelaide | Boston. |
| Page, Rita Clarke | North Weymouth. |
| Paine, Jessie Lincoln | Provincetown. |
| Patterson, Hazel Estella | East Milton. |
| Powers, Elizabeth Margaret | Quincy. |
| Randall, Lydia Bird | Kingston. |
| Reardon, Mabel Dwight | West Quincy. |
| Roby, Delia | North Hanson. |

¹ Present first term.

| | |
|--|----------------|
| Seymour, Rosa Margaret | Waverley. |
| Sheehy, Alice May | East Weymouth. |
| Shyne, Ellen Cecelia | Quincy. |
| Smith, Doris Marguerite | Quincy. |
| Snell, Helen Beatrice | Fitchburg. |
| Staples, Marion Gertrude | Campello. |
| Strickland, Vesta Ellen | Hingham. |
| Sullivan, Alice Mary | New Bedford. |
| Sullivan, Mary | Ware. |
| Vinal, Mary Emma | Scituate. |
| Wallace, Florence Elizabeth ¹ | Taunton. |
| Wheeler, Mary Evelyn | Fall River. |
| White, Bessie Moser | Fairhaven. |
| White, Ellen Till | Fairhaven. |
| Whittier, Olive Elvira | Somerset. |
| Williams, Ada Maud | West Quincy. |
| Wood, Beulah Dodge | Medfield. |
| Woodbury, Ethel McLain | Haverhill. |
| Wright, Aliene Branch | Boston. |

Men, 0; women, 73.

ENTERED 1910.

| | |
|---|-------------------|
| Aitken, Jennie Helen | East Braintree. |
| Allen, Ruth Gertrude | South Weymouth. |
| Andrews, Beatrice May | Sharon. |
| Backus, Helen Louise | Nantucket. |
| Bailey, Ruth Nancy | Hampstead, N. H. |
| Branch, Regina Layman | Manchester, N. H. |
| Bridgham, Emma Florence | Haverhill. |
| Buck, Isabel Lisette | Mansfield. |
| Cooney, Mary Elizabeth | Fall River. |
| Coyle, Catharine Elizabeth | Taunton. |
| Crowther, Ruth Frances | Fall River. |
| Cummings, Sara Gertrude | Newfields, N. H. |
| Danielson, Ruth Lennia | Quincy. |
| Delaney, Gertrude Elizabeth | New Bedford. |
| Dill, Eva Gladys | South Braintree. |
| Dillon, Mary Imelda | Whitinsville. |
| Dingwall, Margaret | North Weymouth. |
| Downing, Elsie Miriam | Dorchester. |
| Duarte, Isabel Cecilia ¹ | New Bedford. |
| Eldridge, Ruth Merriman | Quechee, Vt. |
| Faden, Grace Kimball | Waltham. |
| Falvey, Anna Cecelia | Holyoke. |
| Fay, Charlotte Morse | West Upton. |
| Fitzgerald, Joanna Christina | Taunton. |
| Freeman, Maude Reinette | Winthrop. |
| Gallagher, Mary Elizabeth | Rockland. |
| Gallagher, Mary Louise | Rockland. |
| Gifford, Margaret Kaulbach | Brockton. |

¹ Present part of first term.

| | |
|---|-----------------|
| Gifford, Mary Chace | Fall River. |
| Goodhue, Marie Winifred | Dorchester. |
| Hall, Constance | East Boston. |
| Harrington, Anna Teresa | Somerset. |
| Hart, Alida Frances | Fall River. |
| Hanrahan, Grace Mary | Taunton. |
| Henderson, Velma Augusta | East Pembroke. |
| Hicks, Marion Estelle | Quincy. |
| Homer, Sadie Vickery | Fall River. |
| Johanson, Emma Helena ¹ | Quincy. |
| Johnson, Grace Frances | Brookline. |
| Keene, Lillian Howland | Weymouth. |
| Kelley, Elsie Mae | East Milton. |
| Kelley, Madeline Marie | Melrose. |
| Larkin, Anna Dorothea | Wollaston. |
| Mackinnon, Florence Margaret | Whitman. |
| Mann, Lillian Mary | Canton. |
| Marsh, Ethel Faunce | South Weymouth. |
| McCabe, Julia Etta | Franklin. |
| McCullough, Olive Margaret | Warren, O. |
| McDonald, Teresa Genevieve | Brockton. |
| McGarrigle, Elizabeth Emmeline | Calais, Me. |
| McKenna, Kathleen Margaret | Leicester. |
| McKillip, Cora Elizabeth | Holyoke. |
| McLaughlin, Anna Claire | Brookline. |
| Morse, Katherine | Haverhill. |
| Murphy, Mary Ellen | Fall River. |
| Neves, Lila Annie | New Bedford. |
| Nicholson, Sadie Wilson | Fall River. |
| Nickerson, Christina Alison | Provincetown. |
| O'Donnell, Katherine Ellen | Bridgewater. |
| O'Donnell, Katharine Miriam | Holyoke. |
| O'Hearn, Lillian Louise Kearney | Fall River. |
| Page, Rose Lima | North Weymouth. |
| Pearce, Clara Mildred | Quincy. |
| Randall, Gertrude Beatrice | Andover. |
| Raymond, Margaret Wentworth | Roxbury. |
| Reidy, Helena Frances | East Weymouth. |
| Reidy, Ruth Mary | East Weymouth. |
| Reinhalter, Mildred Florence | West Quincy. |
| Reynolds, Ruby Alma | Campello. |
| Richards, Viola Mae | Brockton. |
| Robinson, Edith Clinton | East Taunton. |
| Roe, Charlotte Ethel | Fall River. |
| Rogers, Elisabeth Ellen | Raynham. |
| Rolley, Mary Irene | Boston. |
| Selinger, Lottie Ellen ¹ | Fall River. |
| Sherwood, Elizabeth Ellis | Attleborough. |
| Silsby, Marion Irving | Sandwich. |
| Smith, Marion Althea | Campello. |
| Spooner, Mildred Hoyt | North Easton. |
| Stetson, Mildred Louise | Brockton. |

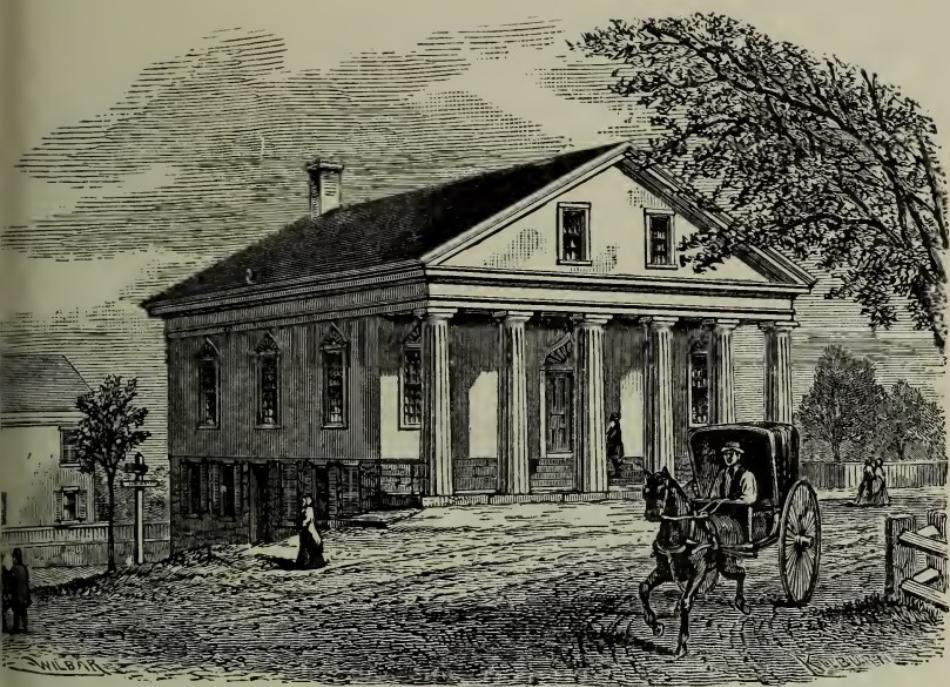
¹ Present part of first term.

| | | |
|--------------------------------------|-----------|-------------|
| Sturtevant, Bulah Adele | | Brookline. |
| Traver, Ruth Marion | | Upton. |
| Webster, Katherine | | Waltham. |
| Wilder, Helen Jane | | Winchester. |
| Williams, Gertrude | | Fall River. |
| Wormell, Harriette Fanning | | Haverhill. |

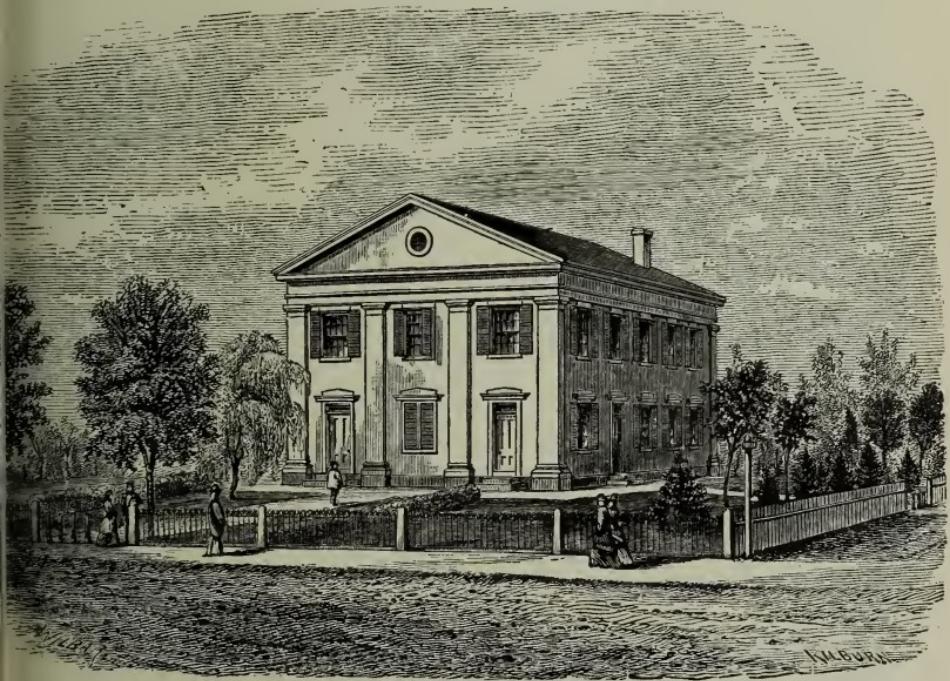
Men, 0; women, 86.

SUMMARY.

| | | Men. | Women. | Totals. |
|---|-----------|-------|--------|---------|
| Special course | | 7 | 16 | 23 |
| Regular course | | 35 | 42 | 77 |
| Intermediate course | | - | 54 | 54 |
| Kindergarten-primary course | | - | 23 | 23 |
| Elementary course:— | | | | |
| Class entering 1909 | | - | 73 | 73 |
| Class entering 1910 | | - | 86 | 86 |
| Number for the year | | 42 | 294 | 336 |
| Number admitted this year | | 12 | 140 | 152 |
| Whole number admitted to the school | | 1,417 | 4,749 | 6,166 |
| Number graduated last year | | 10 | 84 | 94 |
| Whole number of graduates | | 937 | 3,175 | 4,112 |
| Number of graduates from four years' course | | 183 | 174 | 357 |
| Number enrolled in the model school | | - | - | 484 |



OLD TOWN HALL, HOME OF THE SCHOOL THE FIRST SIX YEARS.



THE FIRST STATE NORMAL SCHOOL BUILDING IN AMERICA.
Erected in Bridgewater, Mass., in 1846.

HISTORICAL SKETCH.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish ten thousand dollars, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise ten thousand dollars for the erection of new buildings for this school. The towns of Abington, Wareham, Plymouth, Duxbury and Marshfield voted to make appropriations for the school from the surplus revenue which had just before been divided by the general government. After vigorous competition it was decided to locate the school at Bridgewater; whereupon some of the towns refused to redeem their pledges, and the funds were not realized. Bridgewater granted to the school the free use of its town hall for three years; the next three years the school occupied the same building at a rental of fifty dollars a year. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. The school was opened Sept. 9, 1840, with a class of twenty-eight pupils,—seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the first State normal school building erected in America.

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

The growth of the school is shown by the enlargements made for its accommodation, as follows:—

In 1861 the school building was enlarged, increasing its capacity seventy per cent.; in 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students and the family of the principal; in 1871 the school building was again enlarged, increasing its capacity fifty per cent.; in 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students; in 1881 a new building, connected with the rear of the school building, was erected for physical and chemical laboratories.

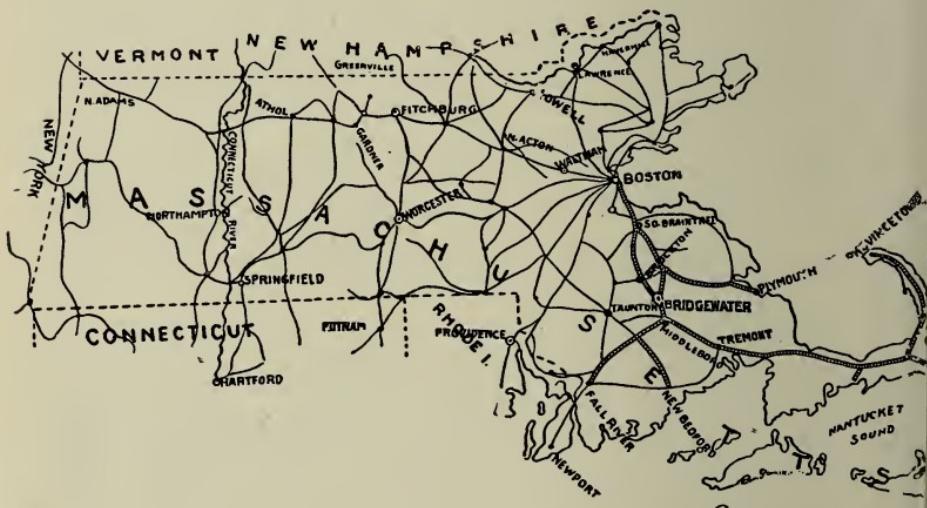
In 1883 a farm of four and one-half acres was purchased and prepared to receive the sewage of the institution; in 1886 "Boyden Park" was purchased for out-door recreations; in 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of one hundred and fifty thousand dollars. The same year the laboratory building erected in 1881 was converted into Woodward Hall, which accommodates thirty-two students; in 1894 the school building was enlarged, increasing its capacity fifty per cent., at a cost of seventy-five thousand dollars; in the same year South Field was purchased for athletic purposes; in 1895 Tillinghast Hall, a fine brick building which accommodates seventy-two students, and a steam laundry were erected; in 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of fifty-five thousand dollars; in 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden; in 1910 an appropriation of one hundred seventy-five thousand dollars was made for a new central power plant, and for the erection of a new dormitory for ladies.

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four

successive terms of twenty weeks. From the beginning students who desired to do so could extend their course through additional terms, taking elective studies. In 1869 the four years' course was introduced, and an intermediate course, including the studies of the two years' course and electives from the advanced part of the four years' course was also provided.

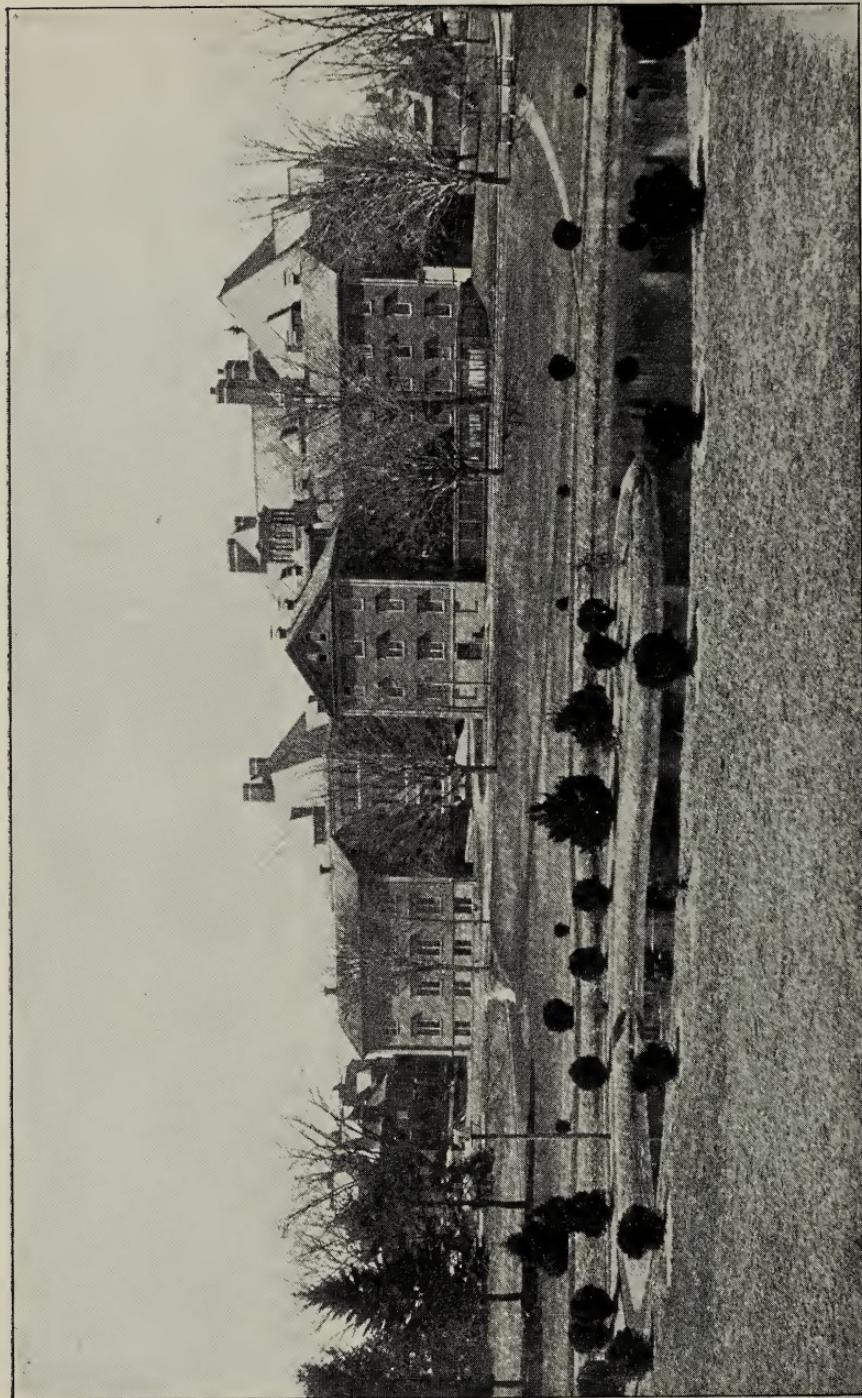
A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the centre district public school near by was made a school of ob-



servation for the students of the normal school; in 1891 the centre district school of the town, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students; in 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners; in 1894 a ninth grade was established in the model school, taking in all the pupils of this grade in the town.

LOCATION.

Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of about eight thousand, is on the New York, New Haven & Hartford Railroad, twenty-seven miles south of Boston.



TILLUNGHAST HALL
WOMEN'S HALL
NORMAL SCHOOL BUILDING
WOMEN'S HALL

BUILDINGS AND GROUNDS.

The main school building consists of three blocks with narrower connections, thus giving good light and air in all the rooms. It is constructed of brick with blue marble trimmings, and has a slate roof. It is eighty-seven feet wide in front, three hundred and fourteen feet in length, and three stories and the basement in height. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. One third of the building is devoted to the model school.

In its interior arrangement the building is one of the best-equipped normal school buildings in the country. It is well supplied with water, is heated and ventilated by the "fan system," has a heat-regulating apparatus, an electric time service and an electric light service.

Near by the school building are the residence halls, including the new dormitory for women recently erected. The buildings are ten minutes' walk from the railway station. They have a good location near the centre of the village, and the view from them is attractive.

The gymnasium is a new brick structure. The main part of the building is forty-eight by ninety feet in size; the projection on the front is twenty-four by sixty-four feet, with octagonal towers on the front corners for stairways. The basement story is in two apartments, one for men, the other for women; each apartment has a coat room, lockers, dressing rooms and the Hermann class shower baths. On the first floor are a directors' room, a ladies' retiring room, and the gymnasium. On the second floor are two meeting rooms, and the gallery with the running track. It is a first-class modern gymnasium, and serves the school not only for physical training, but also for social gatherings, and as a banquet hall for alumni gatherings.

The campus includes six acres of land across the street from the school lot. It has a beautiful pond, fine shade trees, and pleasant walks dividing it into open areas for tennis courts and other out-door sports,—making an attractive place for healthful recreation. Normal Grove, adjoining the park and including one-half acre, is a fine grove of chestnut trees. South field, across the street on the south side, includes two acres of level ground for athletic sports. A natural science garden of nearly two acres, adjoining

Normal Grove, serves as an out-of-door laboratory for biology, geography and school gardening; a greenhouse will be erected during the coming year.

LABORATORIES AND LIBRARIES.

The institution has eleven laboratories, furnished with the most approved modern appliances for teaching.

Physical Laboratories.—In the department of physics there are two laboratories. One is arranged for individual work at tables; the other, for demonstration purposes, with apparatus for projection.

Chemical Laboratories.—The department of chemistry has two laboratories. One, for the elementary course, is arranged for individual work at tables; the other is arranged for analytical work, qualitative and quantitative. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

Mineralogical and Geological Laboratory.—This room is arranged for physical and chemical tests and for blow-pipe work. It is provided with three sets of mineral specimens: one set of working specimens, for use at the tables; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating the classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

Biological Laboratory.—The laboratory for the study of botany, zoölogy and physiology includes two rooms, arranged for individual work at tables. Each room contains three collections of typical specimens,—the working collection, the comparative collection and the classified collection. There is also equipment for microscopic and for experimental work.

Geographical Laboratory.—This laboratory is equipped with a thirty-six-inch globe, slated globes, individual globes, the latest and best physical and political maps for all grades of work, pictures arranged for class use, models of the continents and of Massachusetts, modelling boards, productions in both the raw and the manufactured states. Projection apparatus is provided for all phases of the subject.

GYMNASIUM.



Industrial Laboratory.—This laboratory is furnished with manual training benches, sets of tools, closets for students' work, and special appliances.

Domestic Science and Industry.—Two laboratories are fitted up for the use of the model school in the study of domestic science and the industrial occupations of pottery, weaving and bookbinding.

The Drawing Rooms are furnished with adjustable drawing stands and with fine examples of casts and models for teaching in the various departments of the Manual Arts.

Library.—The school has a large and valuable library of reference books with topical card catalogues. In addition, each department has its own library of works devoted especially to the subjects taught in the department.

ADMISSION.

Candidates for admission must declare their intention to teach in the public schools of Massachusetts and to complete a course of study in the school, and must pledge themselves to keep the requirements of the school faithfully. They must, if young men, have attained the age of seventeen years; if young women, the age of sixteen years.

PHYSICAL EXAMINATION.

The State Board of Education passed the following vote March 7, 1901:—

That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher; and also to examine any student at any time in the course, to determine whether his physical condition is such as to warrant his continuance in the school.

MORAL CHARACTER.

Candidates must present a certificate of good moral character. If a person is not qualified to exert a wholesome spiritual influence upon the lives of children, he should not think of becoming a teacher. (See blank at the end of this catalogue.)

HIGH SCHOOL CERTIFICATION.

Candidates must be graduates of a four years' course of study in a high school, or must have received, to the satisfaction of the principal of the school, the equivalent of a good high school education.

Candidates from high schools which are on the certificate list of the New England College Entrance Certificate Board may be admitted to any of the State normal schools without examination in any subject required for admission in which they have attained a standing of B, or 80 per cent., as certified by the principal of the school. Beginning with 1908, candidates from high schools not in the college certificate list may be admitted on similar conditions, if the high schools are approved for the purpose by the Board of Education.
—Board of Education, May 2, 1907.

Blank forms for these certificates may be obtained upon application at the office of the State Board of Education. As far as possible certificates should be brought or forwarded in June.

WRITTEN EXAMINATION.

The written examination will embrace papers on the following groups of subjects, a single paper with a maximum time allowance of two hours for each of groups I., II. and IV., and of one hour for each of groups III. and V.:—

I. — LANGUAGES.

(a) *English*.—The subjects for the examination will be the same as those agreed upon by the colleges and high technical schools of New England.

The list of books for study prescribed by the Commission of Colleges in New England for 1910-11 is as follows:—Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

The purpose of the examination is to discover (1) whether the student has acquired a good habit of study, (2) whether he has formed any standards of literary judgment, (3) whether he has become discerning of literary merit, and (4) what acquaintance he has with standard English and American writers.

The examination will take such a form that students who have followed other than the prescribed lines of reading may be able to satisfy the examiners on the above points.

GENERAL REQUIREMENT IN ENGLISH.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction.

(b) *Either Latin or French.*—The translation at sight of simple prose, with questions on the usual forms and ordinary constructions, and the writing of simple prose based in full or in part on the passage selected.

II. — MATHEMATICS.

- (a) The elements of algebra through affected quadratic equations.
(b) The elements of plane geometry, including original work, both with theorems and problems.

III. — UNITED STATES HISTORY.

The examination calls for a knowledge of the history and civil government of Massachusetts and the United States, with related geography, and so much of English history as is directly contributory to a knowledge of United States history.

IV. — SCIENCES.

(a) *Physiology and Hygiene.*—The elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(b) and (c) Any two of the following sciences,—physics, chemistry, botany, physical geography,—provided one of the two is either physics or chemistry. The elementary principles of these subjects, so far as they may be presented in the courses usually devoted to them in good high schools.

V. — DRAWING AND MUSIC.

(a) *Drawing.*—Mechanical and freehand drawing, enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics,—form, color and arrangement.

(b) *Music.* — Such elementary facts as an instructor should know in teaching singing in the schools, including major and minor keys, simple two, three, four and six part measures, the fractional divisions of the pulse or beat, the chromatic scale, the right use of the foregoing elements in practice, and the translation in musical notation of simple melodies or of time phrases sung or played.

ORAL EXAMINATION.

Each candidate will be required to read aloud in the presence of the examiner; he may also be questioned orally. The object is to ascertain the candidate's personal characteristics and use of language, and to give an opportunity to furnish any evidence of qualification that might not otherwise become known to the examiners.

DIVISION OF EXAMINATIONS.

Candidates may be admitted to a preliminary examination a year in advance of their final examinations. Every candidate for a preliminary examination must present a certificate of preparation. (See blank at the end of this catalogue.) The English must be reserved for the final examinations.

Preliminary examinations must be taken in June.

Candidates for the final examinations should present themselves, as far as practicable, in June. Division of the final examinations between June and September is permissible.

If the candidate passes a satisfactory examination in a sufficient number of the subjects to indicate that he is competent to take the course of study in the school, he will be admitted, and the conditions on the other subjects may be worked off as the course proceeds.

EQUIVALENTS.

Persons desiring to enter the school who have had a course of study equivalent to, but not identical with, the high school course, are advised to correspond with the principal. Each case will be considered with the purpose to give all the credit that is due.

EXAMINATION DATES.

All candidates for admission to the normal schools, except those applying for the special courses and certificated candidates, are re-

quired to take the entrance examination. Examinations take place at the close of the school year in June, and also at the beginning of the school year in September. (See calendar.) New classes are admitted only at the beginning of the fall term.

The written papers on languages, mathematics, and history come on the first day of the entrance examinations; the papers on the sciences, drawing and music come on the second day.

The principal will be pleased to answer any inquiries which those who think of coming to the school desire to make. Those who propose to apply for admission are requested to notify him of their intention as early as possible, and to state whether they desire a room in the boarding hall.

DESIGN OF THE NORMAL SCHOOL.

The function of the State normal school is to educate teachers for the public schools of the State. The State supports its schools for the education of its children; it supports the normal school that its children may have better teachers.

The first requisite in the discharge of its function is that the normal school shall inspire the student with the spirit of the true teacher.

It is vitally important to awaken in the normal student a just appreciation of the work of the teacher; the feeling that he must have the spirit of service, must love his work and love his pupils; that he has a mission which he must accomplish, and that he must come to his pupils, as the Great Teacher comes to men, that they may have life abundantly.

The second requisite is that the normal student shall be carefully led through the educational study of the subjects of the public school curriculum.

In this way he learns how to use each subject in the teaching process, and thereby learns the method of teaching. The normal school is made professional, not by the exclusion of these subjects from its course, but by the inclusion of the educational study of them; all the subjects of the normal school are to be studied in their direct

bearing upon the teaching process, and also to get a broader view of their scope and meaning.

The third requisite is that the school shall lead the normal student after the educational study of the subjects of the school curriculum, through the broader study of man, body and mind, to find the principles of education which underlie all true teaching.

This study is invaluable for its influence "in expanding the mind, enlarging the views, elevating the aims and strengthening the character of the student." It is to be followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education.

The fourth requisite is that the normal student shall be led to make a practical study of children which he should do as fully as possible throughout the course, under intelligent suggestion.

He should have ample observation under intelligent guidance in all the grades of a good public school; and, when he has some just conception of the nature and method of true teaching, and when he has become acquainted with children, he should have ample practice in teaching, under such supervision as he needs.

PRINCIPLES OF THE SCHOOL.

The first distinctive principle of normal school work is that the ultimate object of the normal school is to make the normal student as far as possible an educator.

The teacher's personal relation to his pupils is most intimate. His personal appearance and bearing at once attract or repel. His personal habits are a constant help or hindrance to the formation of good habits in them. His thinking gives tone and coloring to their thought. His taste has much influence in forming their tastes. His moral character impresses itself upon their moral natures. His spirit is imbibed by them. The unspoken, unconscious influence of the teacher, which gives tone, quality and power to all his instruction, enters so deeply into the life of his pupils that his life affects their young lives with great power for good or evil.

Teaching, therefore, is the subtle play of the teacher's life upon the pupil's life, to cause him to *know* what he would not acquire

by himself; to *do* what he would not otherwise do; to *be* what he would not alone become.

Teaching is the condition for instruction, which is two-fold. On the part of the pupil, it is the building in of knowledge and power within himself by his own exertion. On the part of the instructor, it is the intelligent stimulation and direction of the activity of the learner, with a view to his education. The constant upbuilding of the pupil by instruction results in his education.

Second,—The normal pupil is a student teacher.

He is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, all the exercises of the school, from the point of view of the teacher.

Third,—The normal student is to be educated for teaching.

He is to find the principles of education by the study of the development of the human body and mind, and is to be so trained in their application that he will be able to conduct the education of his pupils. The method of teaching is determined by these principles.

The teacher must know the powers which are common to men, how they are called into activity, and the products of their exertion, so that he may deal wisely with his pupils, taken collectively; and he must know the peculiarities of the individual pupil, that he may train him in the way in which he should go.

The students are led through the educational study of each subject in the course, to learn why it should be studied, to obtain command of its principles, to ascertain its pedagogical value, and to learn how to use it in teaching.

COURSES OF STUDY.

The school offers six courses of study:—

1. A kindergarten-primary course of three years.
2. An elementary course of two years.
3. An intermediate or three years' course.
4. The regular four years' course.
5. A special elective course of two years for teachers of three years' experience.
6. A special elective course of one year for college graduates.

Diplomas, designating the course taken, are granted for each of these courses. Teachers of experience may elect a course of one year, for which a certificate is granted.

1. KINDERGARTEN-PRIMARY COURSE.

This course covers a period of three years and prepares equally for teaching in the kindergarten and the primary grades. It trains teachers to work in the kindergarten with due regard to the succeeding years of the child's development, and in the primary grades with a proper use of kindergarten methods. The demand for such teachers far exceeds the supply.

FIRST YEAR.

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|---------------------------------|-------------------|-------------------------------|-------------------|
| English I. | 2 | English III. | 3 |
| Vocal Expression | 2 | Vocal Expression | 2 |
| Nature study | 3 | Nature study | 3 |
| Geometry I. | 4 | Arithmetic | 4 |
| Vocal Music | 4 | Physiology | 3 |
| Manual Arts | 4 | Manual Arts | 4 |
| Gymnastics | 2 | Gymnastics | 2 |
| Penmanship | 1 | Penmanship | 1 |
| Elementary Psychology | 2 | Kindergarten Theory | 2 |
| | | Observation in Model School | 2 |

SECOND YEAR.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|-----------------------------|-------------------|-------------------------|-------------------|
| Vocal Expression . . . | 2 | Vocal Expression . . . | 2 |
| Manual Arts . . . | 3 | History . . . | 3 |
| Gymnastics . . . | 2 | Manual Arts . . . | 4 |
| Educational Psychology . . | 10 | Gymnastics . . . | 2 |
| Observation in Kindergarten | 2 | Penmanship . . . | 1 |
| Kindergarten Theory . . | 4 | Kindergarten Theory . . | 6 |
| Penmanship . . . | 1 | Teaching . . . | 10 |

THIRD YEAR.

| Fifth Term. | Periods per Week. | Sixth Term. | Periods per Week. |
|----------------------------|-------------------|-----------------------|-------------------|
| History of Education II. . | 4 | Nature Study . . . | 4 |
| Kindergarten Theory . . | 6 | Primary Methods . . . | 4 |
| Teaching . . . | 15 | Teaching . . . | 15 |

2. ELEMENTARY COURSE.

This course prepares for teaching in the elementary grades; it has no elective studies. A diploma is given upon the satisfactory completion of this course.

Students are urgently requested to consider the advantages of the three and four years' courses in preparing for teaching the upper grades.

FIRST YEAR.

| First Term, Junior 1. | Periods per Week. | Second Term, Junior 2. | Periods per Week. |
|----------------------------|-------------------|------------------------|-------------------|
| English I. . . . | 2 | English II. . . . | 4 |
| Vocal Expression . . . | 2 | Vocal Expression . . . | 2 |
| Vocal Music . . . | 4 | Arithmetic | 5 |
| Geometry I. . . . | 4 | Minerals I. . . . | 2 |
| Physics I., Chemistry I. . | 5 | Physiology | 3 |
| Manual Arts | 4 | Manual Arts | 4 |
| Gymnastics | 2 | Model School I., II. . | 2 |
| Penmanship | 1 | Gymnastics | 2 |
| | | Penmanship | 1 |

SECOND YEAR.

| Third Term, Senior 1. | Periods per Week. | Fourth Term, Senior 2. | Periods per Week. |
|--------------------------|-------------------|-------------------------------|-------------------|
| English III. . . . | 3 | English IV. (half term) . . | 5 |
| Vocal Expression | 2 | Nature Study | 2 |
| Penmanship | 1 | Geography (half term) . . | 4 |
| Nature Study | 3 | History of Education I. . . | 1 |
| Geography | 4 | Penmanship | 1 |
| History I., II. . . . | 4 | Gymnastics | 2 |
| Manual Arts | 3 | Psychology II., School Laws | 10 |
| Gymnastics | 2 | Teaching alternate ten weeks. | |
| Model School III. . . . | 2 | | |
| Teaching six weeks. | | | |

3. THE INTERMEDIATE COURSE.

In this course the elementary subjects are taken up in a more advanced form; an opportunity is given for elective studies, and more extended practice in teaching is afforded in the model schools and in other schools. It requires *three years* for its completion. A diploma is given upon the satisfactory completion of this course.

FIRST YEAR.

[NOTE.—Electives are in italic; minimum,—twenty periods a week.]

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|---------------------------|-------------------|----------------------|-------------------|
| English I. . . . | 3 | Botany I. . . . | 4 |
| Vocal Expression | 2 | Algebra II. . . . | 4 |
| Zoölogy I. . . . | 4 | Physics II. . . . | 4 |
| Geometry II. . . . | 4 | Chemistry II. . . . | 4 |
| Vocal Music | 4 | Mineralogy II. . . . | 4 |
| Manual Arts | 4 | Manual Arts | 4 |
| Gymnastics | 2 | Gymnastics | 2 |
| Elementary Psychology . . | 2 | | |

SECOND YEAR.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|--------------------------------------|-------------------|--|-------------------|
| English II. . . . | 4 | English III. . . . | 3 |
| Vocal Expression | 2 | <i>Latin II. or French II.</i> | 4 |
| <i>Latin I. or French I.</i> | 4 | Bookkeeping | 2 |
| Arithmetic | 5 | Physiology | 3 |
| Physiography | 4 | Geography | 2 |
| Manual Arts | 2 | History I., II. . . . | 4 |
| Gymnastics | 2 | Manual Arts | 4 |
| Model School I. . . . | 2 | Gymnastics | 2 |

THIRD YEAR.—CLASS B.

| Fifth Term. | Periods per Week. | Sixth Term. |
|--------------------------------|-------------------|---|
| English V. | 4 | Electives from the regular course or teaching in neighboring towns. |
| Vocal Expression II. | 2 | |
| Psychology | 10 | |
| Model School II., III. | 2 | |
| Teaching | 2 | |
| Gymnastics | 2 | |

4. THE REGULAR FOUR YEARS' COURSE.

This course, which is a distinct course from the beginning, includes the *maximum* work in the subjects of the elementary course and the educational study of the advanced phases of the subjects. It gives abundant opportunities for practice teaching and for intensive study in preparation for principalships and departmental teaching *in the upper grades*. It enables its graduates to take advantage of credit given by the colleges (see page 56).

FIRST YEAR.—CLASS D.

[NOTE.—Electives are in italic; minimum,—twenty periods a week.]

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|---------------------------------|-------------------|------------------------|-------------------|
| English I. | 3 | Botany I. | 4 |
| Vocal Expression | 2 | Algebra I. | 4 |
| Zoölogy I. | 4 | Physics II. | 4 |
| Geometry II. | 4 | Chemistry II. | 4 |
| Vocal Music | 4 | Mineralogy II. | 4 |
| Manual Arts | 4 | Manual Arts | 4 |
| Gymnastics | 2 | Gymnastics | 2 |
| Elementary Psychology | 2 | | |

SECOND YEAR.—CLASS C.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|--|-------------------|--|-------------------|
| English II. | 4 | English III. | 3 |
| Vocal Expression | 2 | <i>Latin II. or French II.</i> | 4 |
| <i>Latin I. or French I.</i> | 4 | Bookkeeping | 2 |
| Arithmetic | 5 | Physiology | 3 |
| Physiography | 4 | Geography | 2 |
| Manual Arts | 2 | History I., II. | 4 |
| Gymnastics | 2 | Manual Arts | 4 |
| Model School I. | 2 | Gymnastics | 2 |

THIRD YEAR.—CLASS B.

| Fifth Term. | Periods per Week. | Sixth Term. | Periods per Week. |
|---|-------------------|----------------------------------|-------------------|
| English V. | 4 | <i>German</i> II. | 5 |
| Vocal Expression II. | 2 | <i>Greek</i> | 5 |
| <i>Latin</i> III. | 4 | <i>Astronomy</i> | 5 |
| <i>German</i> I. | 5 | <i>Chemistry</i> III. | 10 |
| <i>Geometry</i> III., <i>Algebra</i> III. | 4 | <i>History</i> III. | 4 |
| <i>Physics</i> III. | 5 | <i>Manual Arts</i> | 4 |
| <i>Agriculture</i> | 4 | <i>Gymnastics</i> | 2 |
| <i>Gymnastics</i> | 2 | <i>Model School</i> III. | 2 |
| <i>Model School</i> II. | 2 | | |

FOURTH YEAR.—CLASS A.

| Seventh Term. | Periods per Week. | Eighth Term. | Periods per Week. |
|--|-------------------|---|-------------------|
| <i>Zoölogy</i> II. | 5 | <i>English</i> VI. | 4 |
| <i>Gymnastics</i> | 2 | <i>Vocal Expression</i> III. | 2 |
| <i>Educational Psychology</i> , School Laws | 10 | <i>Geometry</i> IV., <i>Trigonometry</i> <i>Botany</i> II. | 6 |
| <i>History of Education</i> | 4 | <i>Zoölogy</i> III. | 4 |
| <i>Model School</i> , IV. women | 10 | <i>Geology</i> | 5 |
| <i>Model School</i> , VI. men | 10 | <i>Chemistry</i> IV. | 10 |
| | | Teaching V. | 20 weeks |

5. SPECIAL COURSE FOR TEACHERS.

Teachers of three years' experience who bring satisfactory testimonials regarding their work and their character may select a course approved by the principal, as follows:—

Required Subjects.—(1.) Principles of Education, the Art of Teaching, School Organization, School Government, School Laws of Massachusetts. (2.) History of Education. (3.) Child Study, observation, and a limited amount of teaching.

Electives.—The principles and method of teaching any of the subjects of the elementary or regular courses.

This course may be adapted to preparation for teaching in primary or grammar grades, or for departmental work.

The written examination is not required for admission to this course. A certificate is given for a course of one year; for a two



KINDERGARTEN.



A TYPICAL LABORATORY.

years' course a diploma is granted. A minimum of twenty periods per week is required.

Graduates of normal schools may select a post-graduate course of one or two years, which shall include the Principles of Education.

6. COURSE FOR COLLEGE GRADUATES.

The course of study for one year is as follows:—

Required Subjects.—(1.) Principles of Education, the Art of Teaching, School Organization, School Government, School Laws of Massachusetts. (2.) History of Education. (3.) Observation either in the model school or in a large high school, practice in teaching.

Electives.—The principles and method of teaching any of the subjects of the regular course.

Candidates are admitted to this course without written examination. A minimum of twenty periods per week is required, and when the course is successfully completed a diploma is granted.

The work is adapted to the special needs of the class. All the facilities of the normal and model schools are available, and also the use of the Brockton high school for observation purposes.

COURSES IN DETAIL.

ENGLISH LANGUAGE AND LITERATURE.

English I.—The elementary facts of language are organized from the teacher's standpoint: (a) the language of action, considered with reference to life and conduct in the schoolroom, in the street and in the social relations; (b) conventional language,—sign, oral, written,—with the special uses of each variety and something of its history. Analysis of the spoken word, to discover elementary sounds, syllabication and accent, with their bearing upon correct pronunciation; analysis of the written word to discover relations between sound and symbol and their bearing upon correct spelling, oral and written; application of these analyses to the teaching of children. Etymology briefly treated as a key to the meaning of new words.

English II.—Grammar. The facts of sentence construction organized. Constant discussion of the value of these facts (*a*) to the teacher, (*b*) to the general student, (*c*) to children of all grades. Language lessons and grammar compared,—definition, value and place of each in a graded course of study. Class exercises organized by students.

English III. — This course has two aims: the literary culture of the teacher, and direct preparation for teaching English in the grades. It includes (1) a wide range of reading, especially of American literature, with careful study of a few selected works for the purpose of developing appreciation of a piece of good English; (2) elementary composition, oral and written, with reference to choice of words, note-taking, letter writing, social forms, and the teaching of composition in the grades; (3) theme writing, for the purpose of developing the power of literary expression.

English IV. — (*a*) Study of the history of the English language as it has been affected by the political, social and industrial life of the people, as a help to the more effective teaching of the language. (*b*) Study of typical selections of narrative, emotional and reflective poetry, in preparation for conducting class exercises upon them. Similar work with essays of Bacon, Addison, Macaulay and Lamb.

The aim is to cultivate the power to guide pupils in understanding and appreciating what is read, and to give to the students the stimulus which may come from an acquaintance with good literature, as an aid in teaching.

English V. — Periods into which the English language and literature are divided; historical characteristics of each period; changes which have taken place in the language; classes of literature most prominent in each period, and representative authors; illustrative works of each author read and discussed for the discovery of thought and expression, as a professional basis for the use of literature in the different grades of schools. Students present topics and conduct class exercises.

English VI. — (Elective.) Individual study of courses elected by the student. The courses, which aim to be intensive, are carried on by means of syllabi, conferences and written reports, leading to a final thesis.

VOCAL EXPRESSION.

The department of expression aims: (a) to develop the student's love and appreciation of literature, and to make these the vital basis of the art of reading; (b) to prepare directly for teaching reading in the different grades of schools.

From the point of view of professional literature the students (1) are led to read widely in the literature of childhood; (2) are taught to interpret orally the "literature of power" with some degree of personal mastery, especially in connection with the study of the dramatization of children's literature; (3) are trained in the use of voice and body; (4) are taught to value and use professional literature in connection with the special subjects of this course.

I. From the point of view of the content and method of teaching reading in the elementary grades the course includes:—

1. *Phonics* — with application to work in the different grades.
2. *Literature* taught in connection with the reading of fables, fairy tales, folk tales, cumulative stories, myths and legends, biographical and historical stories, literature for special occasions, and children's plays.
3. *Methods of illustrating literature*, — dramatization; paper cutting; by use of crayons, brush and ink, and water colors; clay modeling.

4. *Use of pictures* in connection with the reading lesson, — prints, blackboard sketching, illustrations in books.

5. *Sight reading*, oral and silent. Value, material to be used, how conducted. Reading to children; memory selections.

6. *Text-books* in reading; points for judging them; discussion of the leading methods of teaching reading in use.

7. *Hygiene* of reading. (a) Reading fatigue; (b) speech defects; (c) backwardness in speech.

II. Students in the advanced courses, in addition to the above work, will study and present one of Shakespeare's plays or some other studied drama.

III. For the *men*, special emphasis is placed upon extemporeaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body; platform speaking; study of principles of debating and public speaking; preparation and delivery of short addresses on original topics; preparation of briefs; practice in debating, individually and in teams.

MODERN LANGUAGES.

(ELECTIVE.)

Modern languages are studied so that they may be used in intercourse with people who speak those languages. Correct pronunciation, therefore, is the first requisite; this, combined with careful ear training, soon enables the student to think in the language he studies. Much reading and conversation will give quickness in understanding and fluency in speaking.

French I. — Elementary and advanced divisions of the class are formed, according to the preparation of the students. Method of teaching pronunciation, and the essentials of grammar; reading of stories. *Maximum*, — reading of *Les Trois Mousquetaires*, conversation, ear practice.

French II. — Reproduction, reading of *Madame Thérèse*, conversation, ear practice. *Maximum*, — the finishing of *Les Trois Mousquetaires*, explaining in French what is read; reading of *Le Cid*, with conversation on the text read.

German I. — Object, — to pronounce correctly, to be able to understand ordinary German when seen on the printed page and when spoken, and to speak it. Method, — alphabet, essentials of grammar, much reading, reproducing and listening to reading, conversation; practice German script.

German II. — Reading German literature, ear practice, conversation and story telling.

Spanish. — The method is the same as that used in German and French, — good pronunciation, facility in correct reading, ear practice. The ultimate object is ability to use Spanish in ordinary intercourse with people who speak the language. Spanish is easily acquired by those who have a good knowledge of Latin.

LATIN AND GREEK.

(ELECTIVE.)

These subjects are studied mainly for the purpose of increasing the power of expression in the vernacular by careful and accurate translation; also by constant study of etymology and derivation, to gain a knowledge of the meaning of English words derived from Latin and Greek.

Latin I. — Practice in conducting classes. Special reading: Cicero, — *Epistolæ* and *De Officiis*.

Latin II. — Reading of Livy and Plautus. Syntax of the verb, reproduction, composition.

Latin III. — Reading of Quintilian and Horace. Method of teaching Cæsar, Cicero and Vergil.

Greek. — Method of teaching Greek — alphabet, inflection, exercises, reproduction, translation.

GEOMETRY AND TRIGONOMETRY.

Geometry I. — Observation and definition of forms; derivation of principles of logical division; occurrence of geometric forms in nature and in architecture. Inductive observational work with practical applications, including field exercises. Construction: (1) with ruler, square and protractor; (2) with ruler and compasses. Mensuration of areas and volumes; working formulæ derived and applied practically. Syllogistic reasoning explained and applied.

Geometry II. — Observation and definition of forms; derivation of principles of logical division. Review of the demonstration of a few typical propositions in plane geometry to teach the meaning of proof by syllogism; study of the method of teaching by consideration of the first book in solid geometry through individual, original work by each student. With the principles of the subject established, the course of study in observational,ventional and demonstrative geometry is considered, with reference to grammar school geometry. Application of geometry to practical life, with special reference to the facts and principles used in the industries. Pedagogical value of the subject; its place and importance in the curriculum.

Geometry III. — (Elective.) Original demonstrations in solid geometry. Applications of these geometrical principles in common life and in industries. Problems based on the applications. Methods of teaching, with practice.

Geometry IV. — (Elective.) Plane analytical geometry, with practice in teaching certain topics.

Trigonometry. — (Elective.) Plane, with applications in finding distances and areas; use of the transit. Spherical, with applications, as in finding great circle distances, and in calculating length of days and times of sunrise and sunset. Practice in teaching certain topics.

ARITHMETIC AND ALGEBRA.

Arithmetic. — The analysis of the subject, to show what parts shall be used in teaching. The study of the principles of the system of numbers; the expression of numbers, the operations upon and the relations of numbers. The method of laying out and teaching the subject in primary and grammar grades. Study of the applications of arithmetic, and of commercial papers and mensuration, for the method of teaching; how to conduct class exercises; the preparation and use of appliances and devices.

Bookkeeping. — The analysis of the subject, to show what it includes. Exchange of property, accounts, single and double entry, for the principles of the subject and the method of teaching. Its relation to arithmetic as an application of the fundamental principles of that subject, and the use of bookkeeping in practical life, are emphasized.

Algebra I. — The subject is analyzed, to show what it includes, and to determine its pedagogical value. Literal notation, negative numbers, and the use of the numerical processes in simple equations are reviewed, for the purpose of determining the principles of the subject. The practical value of algebra is emphasized in solving problems from arithmetic, geography, physics, and other subjects in the curriculum. The method of teaching elementary algebra as an extension of arithmetic is carefully considered.

Algebra II. — (Elective.) Quadratics reviewed; permutations and combinations; the binomial theorem; logarithms; the higher series, operations upon them, convergency and divergency of series; use of undetermined coefficients; continued fractions. Frequent practice in conducting class exercises.

PHYSICS AND CHEMISTRY.

Physics I. — The work is based on the belief that, while very few of the students may ever teach physics as such, every teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in the subjects that are taught, as in geography, physiology and nature study. The teacher should also be able to help children to a clear understanding of the allusions met in their reading, should know something of the construction and operation of common instruments in the schoolroom and in the home

in which children are interested, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse.

The aim is to present in a systematic way as many of the truths most likely to be needed as time will allow, deriving these truths, in large measure, from the familiar experiences of common life, and to lead the students to see how the truths thus derived are related in other ways to their own lives and the lives of their pupils.

Some of the subjects considered are: the production of dew, fog, clouds, rain, frost and snow; ocean and atmospheric currents, land and sea breezes; capillary action, diffusion of liquids, osmose; floating of ice; tides; twilight; eclipses; use of compass; evaporation, absorption, solution; why a balloon rises; shining of the moon; echoes; shadows; the rainbow; steam, wind and other "giants" in the *Giant Stories*; pump, siphon; thermometer, barometer; sewing machine; piano, violin and other musical instruments; electric bell; steam engine; reflection and refraction of light; modes of transfer of heat, kinds of heating apparatus, production of draughts.

Physics II.—(a) Same lines of work as in Physics I.

(b) Laboratory practice in measurement work, largely on the mechanics of solids and liquids, intended to give experience in the careful handling of apparatus, and in the interpretation of results, which will be useful in teaching. Practice in the graphical expression of results; solution of problems. Preparation and presentation of subjects.

Physics III.—(Elective after Physics II.) Experimental work in sound, heat, light, magnetism and electricity, for a wider range of laboratory methods, more power in the successful use of apparatus, and a broader knowledge of physics as a science. Laying out of subjects and teaching by the students. Collateral reading and acquaintance with some of the best books on the subject. Practical applications; solution of problems.

Chemistry I.—Practical study of those truths of chemistry which will acquaint the students with the important facts of their chemical environment and show how this knowledge can be used in the school subjects and in practical life. Emphasis is laid upon applications to home activities, agriculture and manufacturing. Laboratory study of the important chemical processes; of the chemistry of air and drinking water in relation to sanitation; of the common acids and

alkalis; of the common metals and alloys. Acquaintance with some of the best reference books.

Mineralogy I. — Practical study of a few common minerals, building stones and typical kinds of soil. Application to the study of geography and to the industries. Each student is provided with the needed appliances, specimens and reference books.

Chemistry II. — The purpose of the course is to impress the importance of a knowledge of the laws of chemical change in the affairs of life; to illustrate methods of investigation, conditions of success, ways of recording, probable reasoning, verification and application; to develop in the student the power of initiative, resourcefulness in emergencies and to give some mastery of materials and forces; to learn to appreciate the work of trained investigators and practical inventors. Laboratory study of the chemistry of air; combustion and fuels; drinking water; alkalis, acids and salts; metals and non-metals; bleaching and dyeing; foods. Acquaintance with the best reference books.

Mineralogy II. — Minerals, rocks and soils,—their occurrence, properties, uses, classification and process of formation. Ores, pigments, gems, rock-forming minerals and building stones. Mining, quarrying, smelting. Laboratory exercises, to teach the method of determining the physical and chemical properties of mineral substances. Field work and individual collections, to familiarize students with the material to be used in schools in nature study and geography. All needed specimens, appliances and reference books are furnished to each student.

Chemistry III. — (Elective.) *Qualitative analysis*,—to learn how to organize chemical facts for a practical purpose, and to gain breadth of chemical knowledge and mastery of laboratory technique. Theory and practice of qualitative chemical analysis, including thorough study of the metals and acids by groups; consideration and use of effective methods of separating and identifying them in many typical combinations, and complete qualitative chemical analysis of twenty or more "unknown" substances and mixtures progressively arranged according to difficulty.

This part of the course presupposes a knowledge of general chemistry and considerable previous laboratory practice. It practically covers the ground included in Gooch and Browning's *Outlines of Qualitative Chemical Analysis*, and serves as a preparation for Chemistry IV.

Chemical Theory.—Study of standard works for an acquaintance with current theories; making of charts; class exercises, for clear exposition and application. Verification in the qualitative analysis.

Determinative Mineralogy.—Analysis of minerals in the laboratory, using Brush's *Manual* as the guide.

Students taking this course are provided with all the best modern facilities, such as reference books, laboratory equipment and Merck's C. P. reagents.

Chemistry IV.—(Elective.) Quantitative analysis, water analysis, milk analysis, soil analysis. Students may elect any one of the lines for thorough study, or typical problems in each of the lines.

BOTANY AND ZOOLOGY.

Nature Study.—This course includes laboratory and field study of seed distribution and germination, plant growth and habits, the influence of adaptability in competition, the influence of cohesion and adnation in production of seeds, the most common trees, lichens, mosses and ferns, the land birds of the vicinity, the metamorphosis of insects, and lessons on domestic animals.

School Gardens.—This part of the course is intended to fit the students to plan and conduct a school garden. To that end the fundamental principles of agriculture are taught, experiments are made and recorded, and each pupil plans, plants and cultivates a small garden.

Botany I.—Study of plant forms from the simpler to the more complex types; power of adaptability of each type; experiments in growth, respiration, digestion, and propagation; analysis of plants.

Botany II.—(Elective.) A study of the form, structure, habits and phases of development of nonflowering plants. The student begins with the minute algae in the aquaria of the laboratory, and broadens his acquaintance until it includes sea mosses, fungi, lichens, true mosses, ferns and club mosses.

Zoölogy I.—A study of the form and structure of animals, with relation to their habits of life, power of adaptation, relations with man, the persistence or extinction of their type. After taking this course the student should have a systematic knowledge of the animal kingdom upon which to draw for teaching zoölogy, conducting nature study, or taking advanced courses in zoölogy.

Zoölogy II. — (Elective.) This course includes the dissection of the sea anemone, starfish, worm, clam, lobster, fish, frog, bird, cat. It furnishes a foundation for the advanced study of physiology and for advanced work in college.

PHYSIOLOGY AND HYGIENE.

The following lines of work are taken up:—

1. The human body as a whole, for its external and structural parts, its general plan and its building materials.
2. Laboratory work, for a knowledge of tissues, structures and processes.
3. The various systems of the body, for (a) the essential facts of anatomy, (b) the functions of the various systems and organs, (c) the fundamental laws of health.
4. Effects of alcohol and narcotics.
5. Foods and food values.
6. A study of the principles of sanitary science, including such topics as (a) ventilation and heating, (b) plumbing and drainage, (c) water and milk supply, (d) preparation and preservation of food, (e) bacteria in relation to disease, (f) contagious and infectious diseases, (g) disinfection and vaccination, (h) relation of food, air and water to disease, (i) school hygiene, (j) personal hygiene.
7. Study of a graded course in physiology, to determine its adaptation to practical school work.

The subject is taught by the aid of a human skeleton, a life-sized manikin, models and charts, specimens of internal organs; and the dissection of specimens from the lower animals. Tissue structures are studied by means of microscopic sections and lantern slides.

GEOGRAPHY AND GEOLOGY.

I. Physiography.—The purpose of the work in physiography is to give the student such an understanding of the great facts connected with the development of the earth's crust as to enable him easily and accurately to interpret the more important geographical problems that may arise in connection with the ordinary teaching of the subject.

Laboratory exercises and field trips are designed to give to the student an understanding and appreciation of the important facts connected with the composition and structure of the earth's crust,

the great agencies that are operating to give the surface its present topographical features and how the topography influences man's industrial life.

Each student has his place at the table, studies rocks and soils, models and charts, makes collections and prepares class exercises.

II. Geography. — A study of man's physical and social environment as determining his activities and development. The following lines of work are taken up:—

- (1) The earth as a planet, for the underlying principles of astronomical geography, including the effects of the earth's rotation and revolution.
- (2) The atmosphere, for the great laws of climate.
- (3) The ocean as a modifier of continents and climate and as a great commercial highway.
- (4) The evolution of topographic forms and the uses which man makes of them, with the qualities which render them thus useful.
- (5) The people in their industrial and institutional life, including the development of the great industries and institutions among men, and a comparative study of the great commercial nations.
- (6) Locational geography, to fix important facts of location for general intelligence.
- (7) Field work and laboratory exercises, for the practical application of principles learned.
- (8) The preparation of materials and exercises for teaching.
- (9) Practice in conducting class exercises.
- (10) The study of a graded course in geography, to determine its adaptation to practical school work.
- (11) Juvenile literature appropriate for grade work in geography.
- (12) Schoolroom appliances for teaching the subject.

Special emphasis is placed, throughout the course, upon the industrial side of the subject. Our natural resources, with their influence upon national life, and the importance of their proper conservation, are carefully studied.

An excellent electric lantern, with a good collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts, models and instruments are constantly at hand for study.

III. Geology. — The course is designed to give the student a practical working knowledge of structural and historical geology. His previous work in physiography is extended and new lines are taken up.

The laboratory study of an extensive collection of rocks and fossils constitutes a large part of the work of the course. This is supple-

mented by geological trips into different parts of the State for practical application of the principles worked out in the laboratory.

Much reading is required, and maps, together with other apparatus, are prepared for teaching.

ASTRONOMY.

(ELECTIVE.)

Observations on the sun, moon, stars, planets, comets, meteors and nebulae, as a foundation for astronomical theory. Each student learns to recognize in the heavens at least twenty-five constellations, and to represent the same upon a planisphere. The mythology connected with the various configurations is noticed. Study of the terrestrial and celestial spheres in their relation to each other, of the heavenly bodies, and of the astronomical theories of the varied phenomena of the universe. The method of bringing these fascinating astronomical facts to the attention of the children in the schools is considered. The practical value of astronomy in chronology, navigation, geodesy, surveying, exact time, and many other lines of study is emphasized. Students have the aid of a telescope with four-inch object glass.

HISTORY.

I. English History. — A brief study is made of the great movements in the development of English institutions, for the purpose of finding the foundations on which United States history is based, and for understanding the conditions that led to the settlement of America.

II. American History. — The organization of American history into its great periods of development is made the basis of history teaching. In each period the students determine the problem to be worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crises, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bearing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civic service on the part of each individual. The work is conducted in the library of history, to teach how to use a library. Use of lantern slides; preparation of maps and tables; use of pic-

tures, and study of sources of history; practice in conducting drill exercises and discussions; arrangement of a graded course of study; how to use the text-book.

III. General History. — The purpose of the course is to trace, in a broad way, the development of Oriental, classic and Teutonic peoples, (1) for the cultural purpose of understanding the historical development of principles of government and of social institutions, (2) as a basis for the study of the history of education, (3) as a basis for teaching historical stories, (4) as supplementary knowledge to be used in the study of the geography of different countries. Use of the historical library in preparation of abstracts of topics for teaching; preparation of outlines, comparative maps and tables of time; how to use historical pictures; practice in conducting discussions.

VOCAL MUSIC.

1. The principles of musical expression and their application, including the right use of the voice and individual sight singing; rote songs, ear training, melody writing, study of intervals, chords and the elements of harmony; musical history and biography. These subjects are considered in their relation to grade work, and opportunities are given for conducting the class. In the latter part of the student's course opportunity is given for teaching in the grades.
2. Chorus practice throughout the students' course. The study of musical form, and the analysis of masterpieces.
3. A glee club is organized for the ladies, and there is an orchestra for those who play upon instruments.

THE MANUAL ARTS.

Two parallel, correlated courses are offered in manual arts; one in drawing and design, the other in handicrafts.

In the two years' course emphasis is placed upon simple, elementary processes, with direct relation to the ordinary schoolroom equipment. In the three and four years' courses more advanced forms of drawing, painting and constructive design are taught, together with experience in working upon co-operative problems in connection with other school subjects and interests.

Elementary Course. — 1. *Drawing from Nature*, — with application to design for decorative purposes. Technical facility with the pencil and brush.

2. *Drawing from Objects*,—with application to picture making and to building scenes to illustrate stories, occupations and trades,—to develop the power to understand and appreciate pictures.

3. *Construction and Design*.—Application to cardboard and paper construction for sand-table projects; to knotting of cord and raffia; to weaving; to basketry; to elementary bookbinding, etc. Selections are made from a list of projects adapted to local requirements: (1) articles for individual school use; (2) articles for general school equipment; (3) illustration of subjects in the school curriculum; (4) gifts for the school or home; (5) objects of special interest to the children; (6) objects for school festivals or pageants.

The courses in woodwork include the care and use of tools, a knowledge of materials in the planning and working out of problems arising in the making of articles for individual or school purposes.

4. *Color Theory and Practice*.—Application in matching colors, in reproducing color effects, and in selecting colors for harmonious effects in decoration and design.

5. *Blackboard Sketching and Drawing*,—for illustrative and decorative purposes in the schoolroom.

Advanced Courses.—These courses are for the preparation of teachers for the upper grammar grades and for departmental teaching.

Minor Crafts,—including metal work, leather work, bookbinding, stencilling; domestic art and home decoration; advanced forms of drawing and painting; history of art.

Mechanical Drawing (for men),—with drafting room methods; advanced bench work and shop practice in making furniture, school appliances, etc.

The aim of both courses is, (1) to develop technical skill with tools; to give a practical knowledge of art, design and handwork in its simpler forms as adapted to teaching classes of children in the public schools; (2) to cultivate good taste and æsthetic appreciation of things beautiful and appropriate by giving the students opportunity to make choice of problems and materials, and by bringing them in contact with beautiful examples of works of art in loan exhibitions from the Boston Museum of Fine Arts. The history of art is introduced into the course in connection with the various subjects as they are studied. Outlines of courses in the manual arts used in neighboring cities and towns, as well as those used in larger centers, are studied and worked out by groups of students.

PENMANSHIP.

Penmanship is taught during both the junior and senior years. One period each week is devoted to practice under the personal direction of the supervisor, for the purpose of developing a plain, practical style of writing. Students are required to submit their practice work to the supervisor for inspection, criticism and gradation. Each student practices from a complete course of lessons prepared by the supervisor himself.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. Students will be able to write well if they conscientiously try to apply the movement in all their written work. Since writing is essentially a co-ordinated movement, it has to be developed through patient and persistent practice. The seniors are also given blackboard practice, practice in counting, and in teaching lessons before their own classes. The seniors have abundant opportunity to observe the teaching done by the supervisor and the regular teacher in the model school. During the senior year the supervisor outlines a scheme for each grade, so that the students will have a knowledge of the theory of teaching the subject of penmanship in all the grades in the public school.

PHYSICAL TRAINING.

Gymnasium work is required twice a week during the student's course. Arrangements are made at the beginning of the course for the gymnasium dress and shoes; bathing cap and towels are also required. The initial expense of about ten dollars is expected to cover the whole course.

The purposes of this department are:—

1. To aid the student in attaining his highest degree of physical efficiency and bodily symmetry; to stimulate and strengthen his co-ordinative faculties and establish the proper relation between his mental and physical powers.

2. To enable him to detect the sense deficiencies of children, and to recognize the faults of posture or growth and prevent the abnor-

malities of the sitting and standing positions characteristic of the schoolroom.

3. To furnish him with means to improve and preserve the physical integrity of the pupils entrusted to his care.

The theoretical and practical work is based upon the principles of the Swedish Ling system, adapted to American needs. The course includes: (1) Practical talks on personal hygiene. (2) A study of the principles and applications of educational gymnastics, with special attention to the effects of gymnastic exercises. (3) Instruction and drill in gymnastic positions, movements and exercises. (4) Squad and class drills directed by students. (5) The analysis of plays and games suitable for the schoolroom and school yard. (6) Observation of gymnastic work with children and practice in teaching them under public school conditions. (7) Emergency lessons: checking the flow of blood, resuscitation, transportation, and practical treatment of the common accidents and emergencies of school life. (8) Classic dancing, rhythmic exercises and aesthetic movements according to the Gilbert system. (9) Folk lore dancing. (10) Corrective gymnastics. (11) Anthropometry in its application to the strength tests of the students, and instruction in measurements of school children.

Athletics.—In the fall and spring, as the weather permits, the lawns surrounding the school buildings and the campus are used for games with students and children.

Instruction is given in basket ball and hockey, both for the recreative element in them and to furnish a means of establishing the teacher's attitude toward wholesome sport and hygienic athletics for girls and boys.

PSYCHOLOGY AND PEDAGOGY.

I. **Elemental Psychology.**—The study of the functions of the normal school, to indicate distinctly the principles and the method of the teaching in the school in all its lines of study.

II. **The Nature and Scope of the Teacher's Work and his Preparation for its Accomplishment.**—1. *The educational study of man* to find the principles of education which underlie all true teaching, including the study of the structure, function and normal action of the human body as the instrument of the mind. The study of the mind in its threefold activity of thought, feeling and will, through ob-

servation of its activity in self and in other minds, and by hearing and reading the testimony of other observers of mind.

2. *The consideration of the educational study of subjects* to get the principles of the subject, to learn why it should be taught, to find its pedagogical value.

3. *The analysis of the art of teaching*, to find definite directions for the practice of the art, considering the special study of human nature; of the individual pupil; the selection and arrangement of subject matter; the presentation of truth; the motives to study; study by the pupils; examination of pupils; object and method of criticism; the teacher's daily preparation.

4. *The study of school organization* to find what it is to organize a school; the advantages of a good organization; opening of the school; classification of the school; distribution of studies; arrangement of the exercises; provisions relating to order.

5. *The study of the principles of government* to find what government is; what government requires in the governor and in the subject; what school government is; the basis of the teacher's right to govern; the end of school government; the motives to be used in school government and the method of their application.

6. *The observation and practice of teaching* to see the aim, motive, method and product of teaching exemplified in the good home and the good school.

7. *The study of the teacher's personality* to find how to make himself most acceptable to those for whom and with whom he works.

III. School Laws of Massachusetts.

HISTORY OF EDUCATION.

The purpose of these courses is to trace the great typical movements in educational development as the basis of progress in educational theory and practice; to broaden the horizon of the teacher through an acquaintance with the work of a few great leaders in education; to emphasize the relation of the spirit and environment of a people to their elementary and higher education; to lay a foundation for future educational reading and discussion.

I. **Elementary Course.** — Development of education in Massachusetts, with special emphasis on the principles established. Brief treatment of the contributions of the great nations and prominent educational leaders to broaden the conception of the development of

educational principles and methods. Problems of modern elementary education.

II. Advanced Course.— Thorough treatment of the subject, based on Monroe's *History of Education*, and on the use of library references.

TRAINING DEPARTMENT.

The purpose of the model school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It includes the kindergarten and the nine elementary grades of the public school of the center of the town. It has a principal and twelve regular teachers for training the students.

Course I.— *Observation* in the model school, to give familiarity with schoolroom conditions and methods. The students observe class exercises and discover their unity and purpose, and the steps in their development; they give attention to incidental training to learn how to establish right habits of activity; they discover in the details of schoolroom management how the control of a school is secured. The observation extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Course II.— *School hygiene*, to develop sensitiveness to physical conditions in the child and his environment. The course includes the hygiene of the schoolroom (lighting, heating, ventilation, etc.), and the personal hygiene of the child with special reference to physical abnormalities, *e.g.*, defective sight, hearing, voice, posture and fatigue. The material for study is obtained by observation in the grades, and by reading, experimentation and discussion.

Course III.— *Child study*, to give sympathy, and a general knowledge of children before beginning to teach them. The course includes: (1) directed observation of children; (2) teaching individual children; (3) reading and discussion, to find the value and methods of child study, the principles of general development, the characteristics common to children in the same stage of growth, individual variations resulting from heredity and arrested development, and habit formation; (4) the course of study as an outcome of the knowledge of child development.

Course IV.— *Practice teaching*. After careful observation in a grade to know the children, the students serve as assistants, conduct class exercises, teach different subjects, and finally, when sufficient

skill in school management has been attained, take charge of the class. A special study of school administration is made by systematizing the results of observation, reading and discussion.

Course V. — Observation and practice in other schools in near-by towns and cities, for breadth of experience. Opportunity is given for substituting. An intensive study of pedagogical literature and of some one of the leading educational problems of the day is carried on by each student when not teaching.

Course VI. School Administration and School Supervision. — This course is offered to all men of the school and to those women who are fitting for positions as principals and general supervisors. The work in school administration includes a study of the fundamental principles of school management, together with the methods and devices best adapted to promote self-control in the pupils. It furnishes opportunity to study some of the executive problems in the modern graded school, and to become acquainted with some of the leading methods of instruction, classification and promotion of pupils. The students are introduced to the duties of a principal in organizing his school, so as to promote the physical, mental and moral welfare of the pupils and increase the efficiency and helpfulness of the teachers; they are also given practice in the keeping of records, computing school statistics, making reports and ordering text-books and supplies. As prospective principals or superintendents, they make a careful study of such problems as are included in the location, construction and furnishing of a modern school building, with best methods of lighting, heating and ventilating the different types of school houses.

KINDERGARTEN-PRIMARY COURSE.

The work of this course divides into three groups, as follows:—

1. *Subjects in the Regular Course of Studies.* — Geometry, arithmetic, physiology, English I. and III., nature study, vocal expression, vocal music, manual arts, gymnastics, literature, general history, history of art, history of education, the educational study of man.

2. *Kindergarten Theory and Practice.* — This group includes Froebel's mother play, with collateral reading, to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational

principles to life; the psychology and practical use of the gifts; Froebel's occupations and other handiwork adapted to little children; classification of songs, games and stories, with a study of their educational value and practice in their use; program work, including the adaptation of all material to children of different ages, and a comparative study of other programs; observation and practice in the kindergarten.

3. *Primary Methods and their Application.*—This includes observation in all grades of the model school; school hygiene and child study as outlined in courses I., II. and III. of the training department; a study of the pedagogical value of the elements of the culture subjects (nature study, geography, history, literature, the fine arts), together with a study of the methods and material used in teaching them; a psychological and comparative study of historic and current methods of teaching reading, writing and number; teaching in grades I., II. and III. *The greater part of the practice teaching may be done in the primary or in the kindergarten grades, as the student elects.*

GENERAL INFORMATION.

Tuition is free to members of the school who are residents of Massachusetts. The State Board of Education passed the following vote Feb. 1, 1900:—

Each pupil from another State than Massachusetts, attending normal schools supported by this State, from and after the beginning of the autumn session of 1901, shall pay at the beginning of each half year session the sum of twenty-five dollars for the use of the school attended, except that in the normal art school the sum paid to the principal at the beginning of the session by each pupil from another State than Massachusetts shall be fifty dollars for each half year.

School Expenses.—The use of text-books in all the studies is free. Note books and outlines are purchased by the students. Drawing kits, materials used in the handicrafts, breakage, and all supplies which are carried away from the school are also paid for by the student. A gymnasium suit, provided at cost price, is required at the beginning of the course.

Pecuniary Aid.—The State makes an annual appropriation of four thousand dollars for the normal schools which is given to students

from Massachusetts who are unable, without assistance, to meet all their expenses. It is in the nature of a scholarship for those who stand well in their studies. This aid, however, is not given for the first half year of attendance, and it is not given to students from Bridgewater. "Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid." Blank forms for application will be furnished near the end of each term.

A loan fund, at present amounting to over two thousand dollars, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The provisions for its use are prescribed by a financial committee of the faculty.

Self Government.—The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct.

Attendance.—1. Regular and punctual attendance is required of every member of the school. The work to be accomplished is great, and the school year is short. The advantages of the school freely offered by the State to the students are expensive, and the State has a claim upon the student for the faithful use of them. No student can afford to lose a single school day, unless it is absolutely necessary that he should do it.

2. Students must not make arrangements involving absence from any school exercise without previously obtaining permission. Students who are necessarily absent must make up the work. Students must return punctually after any recess or vacation.

3. When a student finds it necessary to withdraw from the school, he must return the books and other property of the school and receive regular dismission; otherwise, he must not expect to receive any endorsement from the school.

Graduation.—The statute laws of Massachusetts require that teachers in the public schools of the State shall be "persons of competent ability and good morals," and that they shall have the power to teach and govern the schools. The candidate for graduation from the State normal school must therefore fulfil the following requisites:—

1. He must have competent ability, as shown by his personality.
2. He must have good morals.
3. He must have passed satisfactorily the prescribed course of studies.

4. He must show the ability to teach and govern in his practice work.

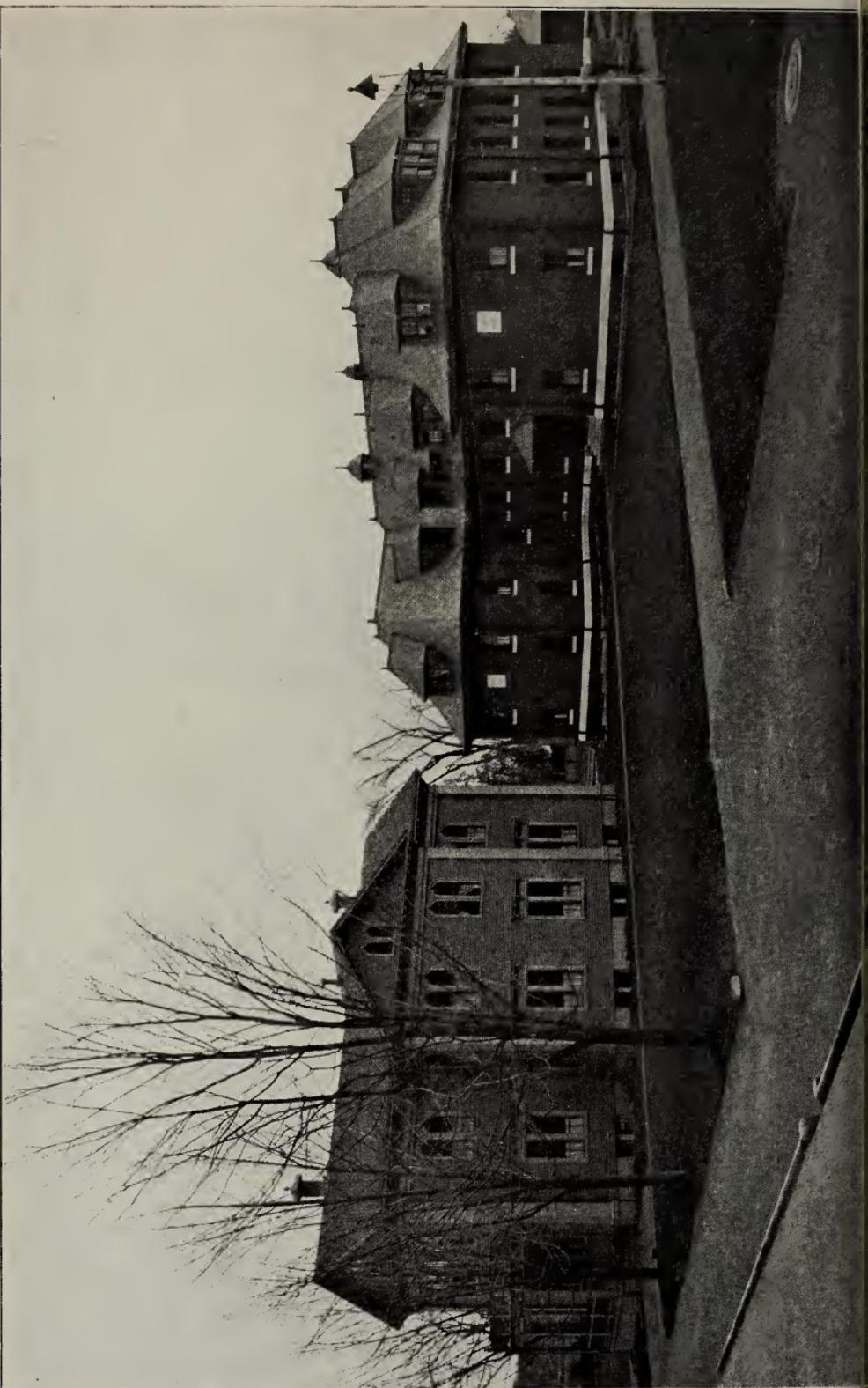
Scholarships for Graduates.— There are four scholarships at Harvard University for the benefit of normal schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition; so that the holder of the scholarship gets his tuition free. The incumbents are originally appointed for one year, on the recommendation of the principal of the school from which they have graduated. These appointments may be annually renewed on the recommendation of the faculty of the university. Credit for subjects in the regular course is given at Harvard, at Radcliffe and at Boston University.

Register of Graduates.— As complete a record as is possible of the graduates is kept, showing their scholarship, training and experience after graduation, together with such testimonials of their success in teaching as may be filed from time to time. Such data will be accessible to superintendents and school committees. This plan enables the school to be of assistance both to its graduates and to superintendents who are seeking good teachers. The graduates of the school are in quick demand. During recent years the majority of the graduating class have been engaged to teach before they graduated, by superintendents and school committees who came to the school to see their work. The graduates find places according to their ability and experience.

Visitors and Correspondence.— The school is always open to the public. Parents and friends of the students, school committees, superintendents, teachers, and any others who are interested in seeing its method and work, are cordially invited to come in at their convenience, and to introduce young persons of promise who may desire to avail themselves of its advantages.

Superintendents of the schools may help the schools under their supervision, and principals of high schools may help their own pupils, by encouraging those graduates of high schools who have the aptitude and fitness for the work, to attend the normal school and make special preparation for teaching.

The principal will be glad to receive from superintendents and other school officials copies of their reports, courses of study, and other documents of common interest, and will be pleased to reciprocate the favor.



RESIDENCE HALLS.

Mrs. IDA A. NEWELL, Dean.

Mrs. C. H. BIXBY, Matron.

Miss ROSE E. JUDGE, Resident Nurse.

WILLIAM S. GORDON, Engineer.

WILLIAM MOORE, Superintendent of Gymnasium and Grounds.

The State has erected and furnished pleasant and commodious halls, to accommodate teachers and students. The halls are under the charge of the principal and dean.

Normal Hall includes the offices, reception and reading rooms, the dining room, work rooms, toilet and trunk rooms, and sixty-two residence rooms. The west wing of this Hall is occupied by young men.

Woodward Hall has sixteen large, well-lighted residence rooms, with toilet and trunk rooms.

Tillinghast Hall, a fine brick building completed in August, 1896, contains thirty-seven residence rooms, with toilet and trunk rooms.

The New Dormitory for women, to be completed ready for occupancy in September, 1911, contains ninety rooms.

In the assignment of rooms precedence is given to those who have been longest in the school. The assignment of rooms to students in the school is made just before the close of the spring term.

PAYMENTS.

The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry and service. The aim is to make these expenses not more than eighty dollars a term for women, and not more than eighty-five dollars a term for men. The sum of forty dollars is to be paid by each woman, and forty-two dollars and fifty cents by each man, at the beginning of the term, and the same amount at the end of ten weeks from the beginning of the term. The women take care of their own rooms. These rates are made on the basis of two students occupying one room, and do not include board during the recesses. An extra charge is made to students rooming alone and for

board during vacations. A deduction of three dollars will be made for each full week's absence. No deductions will be made for absence of less than a full consecutive week.

Payments are required to be strictly in advance, without the presentation of bills. The object of payment in advance is to secure the purchase of supplies at wholesale cash prices. All school bills must be paid before a diploma is granted.

The price of board for students attending the school for a period of less than ten weeks is four dollars and twenty-five cents a week.

Visitors can have good accommodations at five dollars per week, or, for a period of less than a week, at the following rates: breakfast, twenty cents; luncheon, twenty cents; dinner, thirty-five cents; lodging, twenty-five cents.

Checks should be made payable to the order of A. C. Boyden, principal, and when sent by mail addressed to State Normal School, Bridgewater, Mass.

FURNISHINGS.

Each boarder is required to bring bedding, towels, napkins and napkin-ring, and clothes-bag. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name; initials are not sufficient.

Each room is supplied with furniture, including mattress and pillows, is heated by steam, lighted by electricity and thoroughly ventilated. The rooms are furnished with single beds.

The equipment needed for gymnasium work is as explained under Physical Training; arrangements for these articles must be made with the instructor in the department.

WHAT THE SCHOOL OFFERS.

It invites students to a plant costing \$650,000, in one of the pleasantest locations and having one of the best-equipped school buildings in the country.

Its grounds include six acres, on which are the buildings, a beautiful campus of six acres, a fine chestnut grove of one-half acre, an athletic field of two acres, and a natural science garden of nearly two acres.

It has eleven laboratories, scientific and industrial, furnished with modern appliances and superior collections of specimens for class use; also a natural science garden with a greenhouse.

It has a library of 11,500 volumes in the different departments.

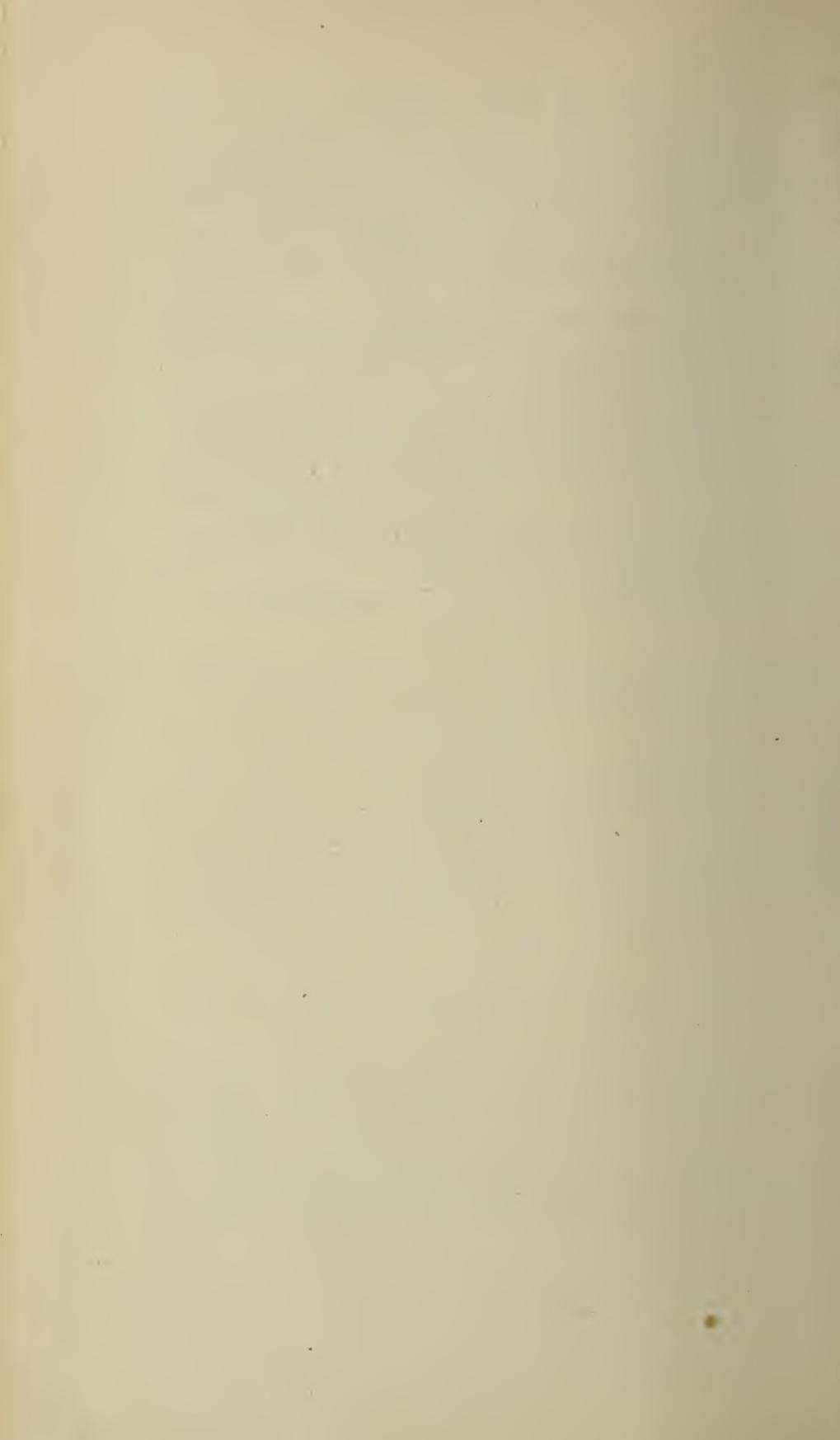
It offers six courses of study, the product of seventy years of experience.

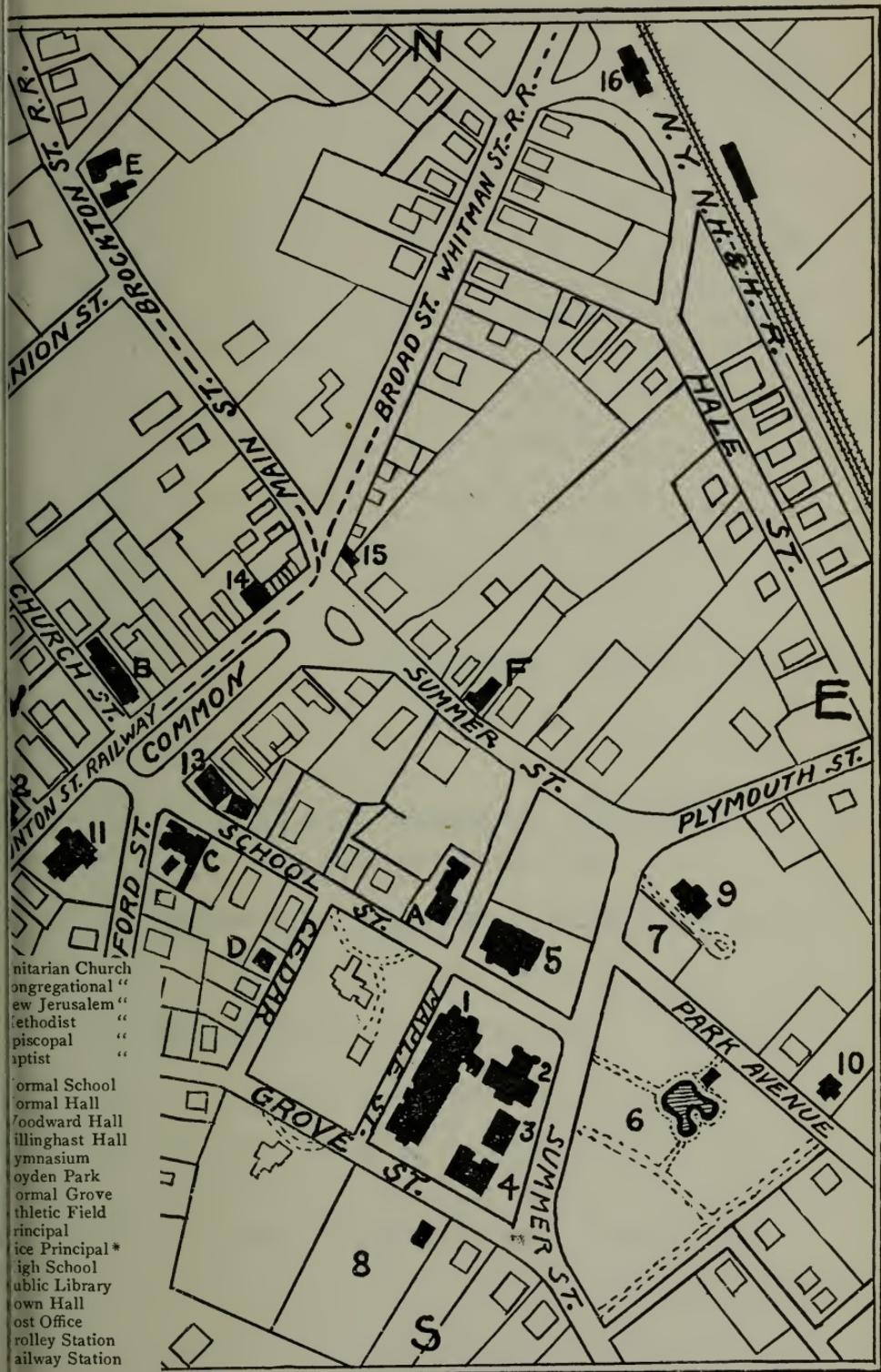
It has a practice school of nine grades and a kindergarten, with abundant opportunities for practice in the neighboring towns. Tuition and use of text-books are free.

It provides for good living at the minimum cost. It has three pleasant, commodious residence halls, furnished, heated by steam, lighted by electricity, and well ventilated. Rent of rooms and use of furniture are free. Board, including table board, heating, lighting, laundry, and service, is furnished at wholesale cost prices.

It offers pecuniary aid to students who are unable to meet their expenses and who stand well in their studies.

It has a first-class, modern gymnasium, and athletic fields.





Office discontinued.

**STATE NORMAL SCHOOL,
BRIDGEWATER, MASS.**

**Certificate Required for Admission to a Preliminary
Examination.**

1911.

_____ has been a pupil in the _____ School for three years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof:—

Group II. _____ Group IV. _____

Group III. _____ Group V. _____

Signature of principal or teacher, _____

Address, _____

**STATE NORMAL SCHOOL,
BRIDGEWATER, MASS.**

Certificate of Graduation and Good Character.

THIS IS TO CERTIFY THAT M_____

is a regular graduate of a four years' course of the _____

High School.

Average standing in studies is _____

Average standing in conduct is _____

Any additional information may be given by personal letter.

Principal.

1911.

In addition to filling out this certificate, high school principals are invited to send a letter in regard to the candidate's preparation and fitness for normal school work.

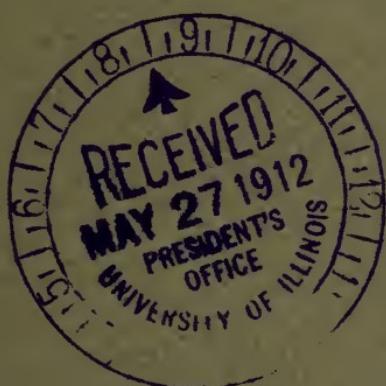
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STATE NORMAL SCHOOL BRIDGEWATER :: MASS.

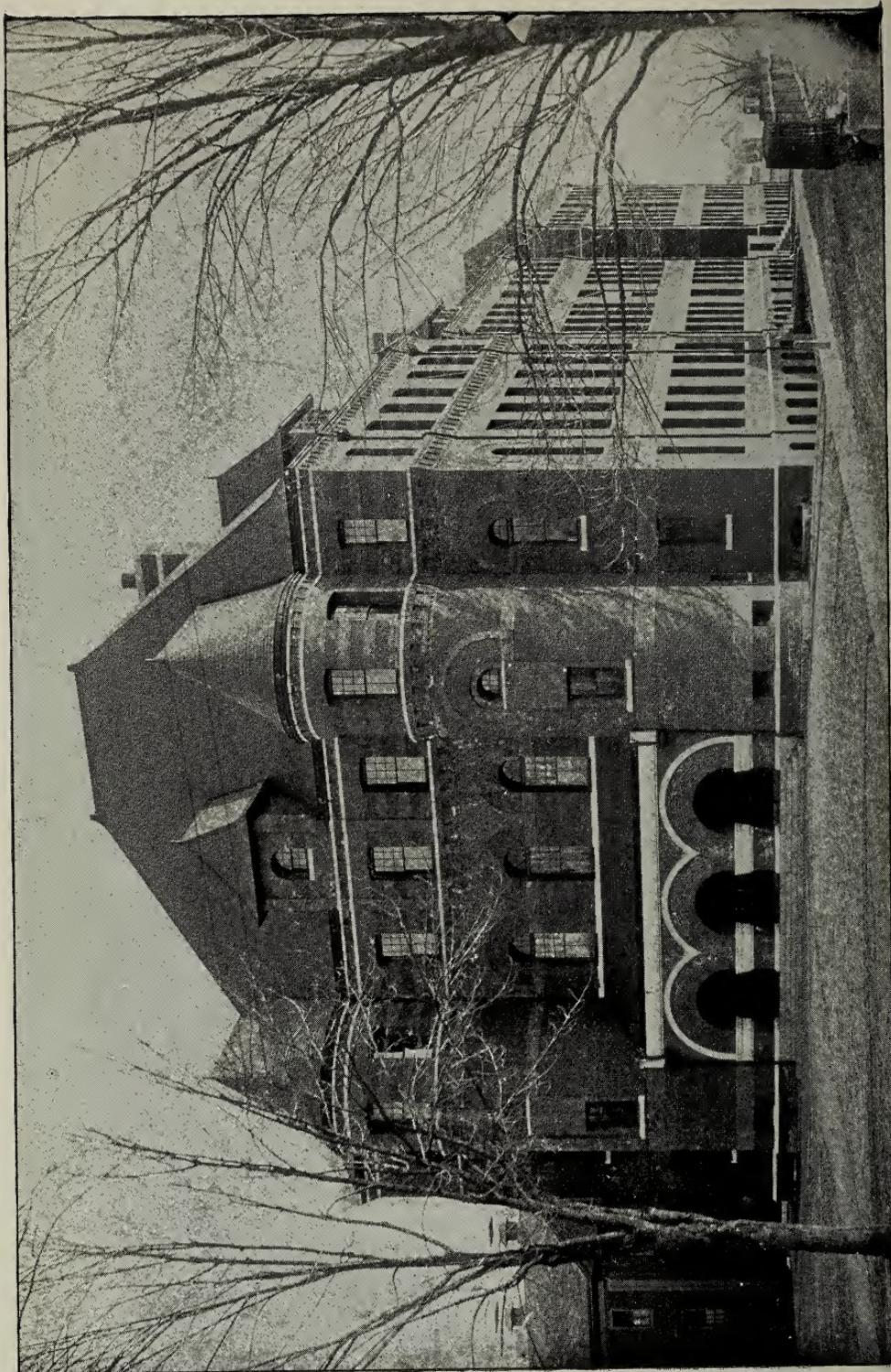
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PRESIDENT'S OFFICE



1911 : : : : : : : 1912



BRIDGEWATER

STATE NORMAL SCHOOL

MASSACHUSETTS

~~UNIVERSITY OF MASSACHUSETTS~~
~~PRESIDENT'S OFFICE~~

ESTABLISHED 1840



1911-12

2

BOSTON

WRIGHT AND POTTER PRINTING COMPANY
STATE PRINTERS, 18 POST OFFICE SQUARE

1912

APPROVED BY
THE STATE BOARD OF PUBLICATION.

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837, REORGANIZED IN 1909.

| | TERM EXPIRES. |
|---|------------------|
| FREDERICK P. FISH, <i>Chairman</i> , 84 State Street, Boston, | 1913. |
| SARAH LOUISE ARNOLD, 9 Crescent Avenue, Newton Centre, | 1912. |
| ELLA LYMAN CABOT, 190 Marlborough Street, Boston, | 1913. |
| SIMEON B. CHASE, Fall River, | 1912. |
| LEVI L. CONANT, Worcester Polytechnic Institute, Worcester, | 1914. |
| THOMAS B. FITZPATRICK, 104 Kingston Street, Boston, | 1914. |
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| PAUL H. HANUS, Harvard University, Cambridge, | 1914. |
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WILLIAM ORR, Room 500, Ford Building, Boston.

CHARLES A. PROSSER, Room 509, Ford Building, Boston.

AGENTS.

| | | |
|---------------------------------------|-----------|----------------------------------|
| JAMES W. MACDONALD, | | Stoneham. |
| JULIUS E. WARREN, | . . . | 875 Main Street, Worcester. |
| CHARLES R. ALLEN, | . . | Room 509, Ford Building, Boston. |
| RUFUS W. STIMSON, | . . | Room 702, Ford Building, Boston. |
| EDWARD C. BALDWIN, | . . | Room 500, Ford Building, Boston. |
| MICHAEL W. MURRAY (<i>special</i>), | . . | Room 702, Ford Building, Boston. |

FACULTY.

ARTHUR C. BOYDEN, A.M., PRINCIPAL.

History, and History of Education.

ALBERT G. BOYDEN, A.M., PRINCIPAL EMERITUS.

Educational Psychology.

| | | | | | | |
|---------------------------|---|---|---|---|---|--|
| FRANZ H. KIRMAYER, PH.D., | . | . | . | . | . | Classics and Modern Languages. |
| WILLIAM D. JACKSON, | . | . | . | . | . | Advanced Mathematics, Physics. |
| CHARLES P. SINNOTT, B.S., | . | . | . | . | . | Geography, Physiology. |
| HARLAN P. SHAW, | . | . | . | . | . | Chemistry, Mineralogy. |
| FRANK E. GURNEY, | . | . | . | . | . | Mathematics, Astronomy. |
| CHARLES E. DONER, | . | . | . | . | . | Supervisor of Penmanship. |
| CLARA C. PRINCE, | . | . | . | . | . | Vocal Music. |
| FANNY A. COMSTOCK, | . | . | . | . | . | Mathematics, English. |
| ELIZABETH F. GORDON, | . | . | . | . | . | Supervisor of Physical Training. |
| RUTH F. ATKINSON, | . | . | . | . | . | Assistant in Physical Training. |
| ALICE E. DICKINSON, | . | . | . | . | . | English. |
| FLORENCE I. DAVIS, | . | . | . | . | . | Botany, Zoölogy, School Gardening. |
| ANNA W. BROWN, | . | . | . | . | . | Vocal Expression. |
| MABEL B. SOPER, | . | . | . | . | . | Supervisor of Manual Arts. |
| ELIN JONSEN, | . | . | . | . | . | Manual Training. |
| MABEL L. VEASEY, | . | . | . | . | . | Supervisor of Training and Child Study. |
| ANNE M. WELLS, | . | . | . | . | . | Supervisor of Kindergarten-Primary Course. |

MODEL SCHOOL.

BRENELLE HUNT, PRINCIPAL, Grade IX.

| | | | | | | | |
|--------------------|---|---|---|---|---|---|----------------------------|
| ETHEL P. WHEELER, | . | . | . | . | . | . | Grade IX. |
| MARTHA M. BURNELL, | . | . | . | . | . | . | Grade VIII. |
| MYRA E. HUNT, | . | . | . | . | . | . | Grade VII. |
| NELLIE M. BENNETT, | . | . | . | . | . | . | Grade VI. |
| JENNIE BENNETT, | . | . | . | . | . | . | Grade V. |
| BERTHA O. METCALF, | . | . | . | . | . | . | Grade IV. |
| SARAH W. TURNER, | . | . | . | . | . | . | Grade III. |
| NEVA I. LOCKWOOD, | . | . | . | . | . | . | Grade II. |
| FLORA M. STUART, | . | . | . | . | . | . | Grade I. |
| RUTH E. DAVIS, | . | . | . | . | . | . | Grade I. |
| ANNE M. WELLS, | . | . | . | . | . | . | Principal of Kindergarten. |
| FRANCIS P. KEYES, | . | . | . | . | . | . | Assistant in Kindergarten. |

CHARLES H. BIXBY, Accountant and Clerical Assistant.

[Figures in light face indicate no session.]

. . . 1912 . . .

. . . 1913 . . .

| JANUARY. | | | | | | | JULY. | | | | | | | JANUARY. | | | | | | | JULY. | | | | | | | |
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| JUNE. | | | | | | | DECEMBER. | | | | | | | JUNE. | | | | | | | DECEMBER. | | | | | | | |
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| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 29 | 30 | 31 | .. | .. | .. | .. | 29 | 30 | 31 | .. | .. | .. | .. | 28 | 29 | 30 | 31 | .. | .. | .. | |

• NEW • DORMITORY • FOR • WOMEN •
• NORMAL • SCHOOL • BRIDGEWATER •
• HARTWELL • RICHARDSON & DRIVER •
• ARCHITECTS • BOSTON •



CALENDAR.

1912.

Graduation

Tuesday, June 18, 10 A.M.

First Entrance Examination

Thursday and Friday, June 20 and 21, at 9 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 3 and 4, at 9 A.M.

School Year Begins

Model School, Tuesday, September 3.

Normal School, Thursday, September 5, at 9.15 A.M.

Thanksgiving Recess

Begins Tuesday night, November 26. Ends Monday night, December 2.

Christmas Recess

Begins Friday night, December 20. Ends Monday night, December 30.

1913.

Second Term Begins

Monday, January 27.

Spring Recess

Begins Friday night, March 14. Ends Monday night, March 24.

Graduation

Tuesday, June 17, 10 A.M.

First Entrance Examination

Thursday and Friday, June 19 and 20, at 9 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 2 and 3, at 9 A.M.

School Year Begins

Model School, Tuesday, September 2.

Normal School, Thursday, September 4, at 9.15 A.M.

Thanksgiving Recess

Begins Tuesday night, November 25. Ends Monday night, December 1.

Christmas Recess

Begins Friday night, December 19. Ends Monday night, December 29.

Sessions are from 9 A.M. to 12 M., and 1.15 P.M. to 3.50 P.M. There are no sessions on Saturday.

Candidates who take the examination in September should come prepared to stay. Accommodations during the time of the examinations may be had at the school. For information concerning the school address the principal at Bridgewater.

The telephone call of the school is "8044-4;" the telephone call of the principal's residence is "2-2."

STUDENTS.

FOR THE YEAR BEGINNING SEPT. 7, 1911.

SPECIAL COURSES.

ENTERED 1910.

| | | |
|--------------------------------|------------------------------|------------------|
| Sarrafian, Kevork Avedis . . . | Central Turkey College . . . | Boston. |
| Ames, Marian . . . | Teacher . . . | Pepperell. |
| Black, Gladys Nancy . . . | Norm'l School, Castine, Me. | Cape Rozier, Me. |
| Flower, Ethel May . . . | Norm'l Sch'l, Castleton, Vt. | Rupert, Vt. |

ENTERED 1911.

| | | |
|--|--------------------------------|----------------------|
| Bartevian, Iknadios ¹ . . . | Central Turkey College . . . | Boston. |
| Cargill, Fred Ernest . . . | Teacher . . . | Bridgewater. |
| Crafts, William Henry . . . | Bowdoin College . . . | Bridgewater. |
| Adrian, Marion Gertrude . . . | Boston University . . . | Taunton. |
| Atkinson, Mary J. ¹ . . . | Teacher . . . | East Bridgewater. |
| Barrows, Bernice Esther . . . | Teacher . . . | Carver. |
| Capen, Rachel . . . | Teacher . . . | Stoughton. |
| Delano, Ruth Edson . . . | Boston University . . . | Duxbury. |
| Howland, Jessie Millard . . . | Teacher . . . | Berkley. |
| Jones, Isa Etta . . . | Teacher . . . | Alton Bay, N. H. |
| Josselyn, Lydia Colcord ² . . . | Teacher . . . | Bridgewater. |
| Lewis, Phebe . . . | Wellesley College . . . | N. Stonington, Conn. |
| Machado, Panchita ¹ . . . | National College . . . | Caraccas, Venezuela. |
| Pease, Florence Mabel . . . | Teacher . . . | Conway. |
| Pember, Susan ² . . . | Teacher . . . | Rochester, Vt. |
| Rockey, Lois . . . | Ohio Wesleyan University . . . | Madison, N. J. |
| Sewall, Sadie Emilie . . . | Nor'l Sch'l, San José, Cal. | Taunton. |
| Shaw, Marian Ethel . . . | Plym'uth, N. H., N'r'l Sch'l | Kensington, N. H. |
| Titecomb, Affie Isabella . . . | Teacher . . . | New Bedford. |
| Vanston, Anna Mildred ¹ . . . | Vassar College . . . | Stoughton. |

Men, 4; women, 20.

REGULAR COURSE.

| | | |
|-------------------------------|----------------------|---------------|
| Hayes, George Edward . . . | Bridgewater . . . | Entered 1907. |
| Lane, Lester Malcolm . . . | Hingham Center . . . | " " |
| Darling, Harry Carlton . . . | Rockland . . . | " 1908. |
| Dolan, James Edward . . . | Randolph . . . | " " |
| Dunn, Valentine Francis . . . | Rockland . . . | " " |
| McKinnon, George Linus . . . | Whitman . . . | " " |
| Wilbur, Howard . . . | Fall River . . . | " " |
| Arnold, Eileen Frances . . . | Brockton . . . | " " |

¹ Present part of first term.

² Present second term.

| | | | |
|---------------------------------------|---------------------------|---------|-------|
| Beattie, Cecilia Mary . . . | Bridgewater . . . | Entered | 1908. |
| Howes, Sarah Freeman . . . | East Dennis . . . | " | " |
| Hunt, Marion Bancroft . . . | Bridgewater . . . | " | " |
| Onley, Mary Hudson . . . | New Bedford . . . | " | " |
| Severance, Evelyn Searles . . | South Hanover . . . | " | " |
| Whiting, Esther Martha . . | Brockton . . . | " | " |
| Williamson, Charlotte Janet . | Brockton . . . | " | " |
| Blake, Harold Rockwood . . | Marlborough . . . | " | 1909. |
| Churchill, Everett Avery . . | Bridgewater . . . | " | " |
| Conlon, Joseph Augustus . . | Campello . . . | " | " |
| Jones, Arthur Clarendon . . | Charlemont . . . | " | " |
| Murphy, James Anthony . . . | Whitman . . . | " | " |
| Newhall, Orton Cole . . . | North Middleborough . . . | " | " |
| O'Brien, John James . . . | Hingham . . . | " | " |
| Raymond, Oscar Francis . . | Brockton . . . | " | " |
| Standish, Alfred Elmer . . | Middleborough . . . | " | " |
| Swift, Bradford Elmer . . | Middleborough . . . | " | " |
| Young, Kenneth Lincoln ¹ . | Hingham . . . | " | " |
| Berry, Ila De Ette . . . | Gloucester . . . | " | " |
| Crane, Eva Mildred . . . | Avon . . . | " | " |
| Crimmin, Marguerite Marie . | Brockton . . . | " | " |
| Depoyan, Martha . . . | Bridgewater . . . | " | " |
| Harris, Gladys Myrtle . . | Abington . . . | " | " |
| Hopkins, Elizabeth . . . | Marion, O. . . | " | " |
| Lane, Alice Rubena . . . | Hingham Center . . . | " | " |
| Paine, Doris Mae . . . | Winchester . . . | " | " |
| Robbins, Helen Paine . . . | Harwich . . . | " | " |
| Speare, Mildred Dexter . . | Chelsea . . . | " | " |
| Tower, Nellie Alta . . . | Hanover . . . | " | " |
| Waldron, Hope Perry . . | Dighton . . . | " | " |
| Cushing, Josiah Stearns . . | Middleborough . . . | " | 1910. |
| Hunt, Harold David . . . | Bridgewater . . . | " | " |
| Lane, John Joseph . . . | Rockland . . . | " | " |
| McCarthy, William James . . | Somerville . . . | " | " |
| McCreery, Walter Joseph . . | Fall River . . . | " | " |
| McDonnell, Bernard Joseph . | South Boston . . . | " | " |
| Burns, Harriet Frances . . | Quincy . . . | " | " |
| Henry, Susa Watson . . . | Brockton . . . | " | " |
| Johnson, Edith Christina . | Milton . . . | " | " |
| Kendrick, Edith Louise . . | Brockton . . . | " | " |
| Manchester, Almyra Sherman . | South Dartmouth . . . | " | " |
| McCausland, Elizabeth Rebecca . | Whitman . . . | " | " |
| McFadden, Iva Martha . . | Haverhill . . . | " | " |
| Mea, Frances Bessie . . . | Rockland . . . | " | " |
| Nerney, Dolly Blanche . . | Attleborough . . . | " | " |
| Newton, Dorothy . . . | South Easton . . . | " | " |
| Brooks, Charles Wilfred . . | South Hanover . . . | " | 1911. |
| Clark, Thomas Henry . . . | South Weymouth . . . | " | " |
| Dunn, Cornelius Francis . . | Baldwinville . . . | " | " |
| Harper, John Henry ¹ . . . | Natick . . . | " | " |
| Kendall, Harold Lavern . . | South Framingham . . . | " | " |
| LeLacheur, Embert Alexander . | Boston . . . | " | " |
| Sheehan, Paul Sylvester . . | Fairhaven . . . | " | " |

¹ Present part of first term.

| | | |
|--|---------------------|---------------|
| Wheeler, Daniel Gage . . . | Rockland . . . | Entered 1911. |
| Adams, Bertha . . . | Winchester . . . | " " |
| Adams, Jessie Ruth . . . | Elmwood . . . | " " |
| Arnold, Amy Edna . . . | Abington . . . | " " |
| Arnold, Irene ¹ . . . | Adams . . . | " " |
| Bishop, Susan Azuba . . . | Middleborough . . . | " " |
| Burkett, Christine Elzada . . . | Pembroke . . . | " " |
| Clark, Mary Alice . . . | Bridgewater . . . | " " |
| Cole, Mary Louise . . . | Dorchester . . . | " " |
| Davis, Esther Phebe . . . | Revere . . . | " " |
| Davis, Marie Jenison . . . | Elmwood . . . | " " |
| De Mar, Mabel Florence . . . | Melrose . . . | " " |
| Drake, Harriot Frances . . . | Melrose . . . | " " |
| Fitzgibbon, Mary Margaret . . . | Athol . . . | " " |
| Reinhardt, Marion Barker . . . | Kingston . . . | " " |
| Stetson, Ethel Isabel ¹ . . . | Hanover . . . | " " |
| Taylor, Roxie May . . . | Attleborough . . . | " " |
| Wetherbee, Laeta Orene . . . | Fall River . . . | " " |
| Wright, Edith Lobdell . . . | Plympton . . . | " " |

Men, 32; women, 48.

INTERMEDIATE COURSE.

| | | |
|--|---------------------------|---------------|
| Adelson, Annie . . . | Brockton . . . | Entered 1909. |
| Adelson, Eva Viola . . . | Brockton . . . | " " |
| Barnes, Esther Mary . . . | Brockton . . . | " " |
| Bishop, Carrie Amy . . . | North Abington . . . | " " |
| Clarke, Marguerite . . . | Millville . . . | " " |
| Fetherston, Sadie . . . | Brockton . . . | " " |
| Hobart, Eva Antoinette Folansbee . . . | Quincy . . . | " " |
| Hunt, Katie Muriel . . . | Norwood . . . | " " |
| Lane, Catherine Teresa . . . | Rockland . . . | " " |
| Lewis, Ella Hastings . . . | Malden . . . | " " |
| Lovell, Marian Stebbins . . . | Winchester . . . | " " |
| Lundergan, Mae Louise . . . | Brockton . . . | " " |
| Martin, Alice . . . | Brockton . . . | " " |
| Murrill, Margaret Mary . . . | Rockland . . . | " " |
| Nye, Mildred Fally . . . | Campello . . . | " " |
| Power, Maria Katherine . . . | Taunton . . . | " " |
| Ross, Clara . . . | Dorchester . . . | " " |
| Russell, Gladys Felton . . . | West Hanover . . . | " " |
| Sears, Madeline Howard . . . | East Dennis . . . | " " |
| Alger, Grace Linwood . . . | West Bridgewater . . . | " 1910. |
| Arden, Lena Kate . . . | New Bedford . . . | " " |
| Brownell, Mildred Edna . . . | New Bedford . . . | " " |
| Cronan, Rita Mae . . . | Campello . . . | " " |
| Crossman, Elsie Babcock . . . | Milton . . . | " " |
| Day, Edna Camille . . . | Hanover . . . | " " |
| Fountain, Marion Louise . . . | Attleborough . . . | " " |
| Garrity, Florence Helen . . . | Abington . . . | " " |
| Hunt, Florence Angeline ¹ . . . | South Middleborough . . . | " " |
| Johnson, Celia Pearl . . . | Norton . . . | " " |
| Kendregan, Emily Elizabeth . . . | Rockland . . . | " " |

¹ Present part of first term.

| | | | |
|---------------------------------|--------------------------|---------|-------|
| King, Hilda Ullman . . . | New Bedford . . . | Entered | 1910. |
| Knowles, Cora Winifred . . . | Campello . . . | " | " |
| Lydon, Helen Teresa . . . | Abington . . . | " | " |
| O'Grady, Annie Loretta . . . | Rockland . . . | " | " |
| Phipps, Frances Mildred . . . | Milton . . . | " | " |
| Turner, Lillian Augusta . . . | Bridgewater . . . | " | " |
| Turner, Miriam Reed . . . | Bridgewater . . . | " | " |
| Winslow, Marion Frances . . . | West Hanover . . . | " | " |
| Adams, Hester Forsyth . . . | Stoneham . . . | " | 1911. |
| Bailey, Mabel Olive . . . | Waltham . . . | " | " |
| Bellamy, Mary Gertrude . . . | Rockland . . . | " | " |
| Bixby, Helen Grace . . . | Holbrook . . . | " | " |
| Burke, Alice Loretta . . . | Rockland . . . | " | " |
| Burns, Eileen Marie . . . | Hingham . . . | " | " |
| Cross, Mildred Bertwell . . . | Brockton . . . | " | " |
| De Coster, Margaret Irene . . . | Brookville . . . | " | " |
| Dwyer, Louise . . . | North Abington . . . | " | " |
| Eaton, Mildred . . . | Malden . . . | " | " |
| Ennes, Annie Adeline . . . | Raynham . . . | " | " |
| Grindley, Sara Katherine . . . | West Roxbury . . . | " | " |
| Higgins, Mary Louise . . . | Rockland . . . | " | " |
| Hofmann, Hazelfern . . . | North Attleborough . . . | " | " |
| Kenney, Myra Louise . . . | North Abington . . . | " | " |
| Moynihan, Nellie Agnes . . . | Brockton . . . | " | " |
| Shea, Annie Josephine . . . | Brockton . . . | " | " |
| Skilling, Annie Elizabeth . . . | Holbrook . . . | " | " |
| Sullivan, Margaret Helen . . . | Franklin . . . | " | " |
| Wiley, Helen Ruth . . . | Waban . . . | " | " |
| Women, 58. | | | |

KINDERGARTEN-PRIMARY COURSE.

| | | | |
|--|------------------------|---------|-------|
| Dustan, Helen Colburn ¹ . . . | Worcester . . . | Entered | 1908. |
| Sweet, Helen Caroline ² . . . | Bridgewater . . . | " | " |
| Emery, Nellie Walters . . . | East Harwich . . . | " | 1909. |
| French, Isabel Somerset . . . | Salisbury . . . | " | " |
| Upton, Josephine Pervier . . . | Stoneham . . . | " | " |
| Wheeler, Flora Stella . . . | Enfield, N. H. . . | " | " |
| Alger, Katharine Brown . . . | West Bridgewater . . . | " | 1910. |
| Hall, Inez Meredith . . . | Dennis . . . | " | " |
| Howard, Helen Covington . . . | West Bridgewater . . . | " | " |
| Hulett, Alice Vivian . . . | Abington . . . | " | " |
| Hunter, Genevieve Story . . . | Lowell . . . | " | " |
| Pimer, Grace Robinson . . . | Attleborough . . . | " | " |
| Richards, Helen Norton . . . | Attleborough . . . | " | " |
| Wales, Alice Dudley . . . | North Abington . . . | " | " |
| Wilkes, Ruth Howard . . . | Abington . . . | " | " |
| Doe, Gladys Emily . . . | Medford . . . | " | 1911. |
| Hutchinson, Ruth . . . | Boston . . . | " | " |
| Loring, Hazel Shirley . . . | Duxbury . . . | " | " |
| Paine, Agnes Elizabeth . . . | Elmwood . . . | " | " |
| Wilbur, Annie Howe . . . | Middleborough . . . | " | " |
| Women, 20. | | | |

¹ Present first term.² Postgraduate course.

ELEMENTARY COURSE.

SENIOR CLASS.

| | |
|---|-------------------|
| Aitken, Jennie Helen | East Braintree. |
| Allen, Ruth Gertrude | South Weymouth. |
| Andrews, Beatrice May | Sharon. |
| Bachelder, Marion Eastman | Haverhill. |
| Backus, Helen Louise | Nantucket. |
| Bailey, Ruth Nancy | Hampstead, N. H. |
| Branch, Regina Layman | Manchester, N. H. |
| Bridgham, Emma Florence | Haverhill. |
| Buck, Isabel Lisette | Mansfield. |
| Cooney, Mary Elizabeth | Fall River. |
| Coyle, Catharine Elizabeth | Taunton. |
| Crowther, Ruth Frances | Fall River. |
| Cummings, Sara Gertrude | Newfields, N. H. |
| Danielson, Ruth Lennia | Quincy. |
| Delaney, Gertrude Elizabeth | New Bedford. |
| Dill, Eva Gladys | South Braintree. |
| Dillon, Mary Imelda | Whitinsville. |
| Dingwall, Margaret | North Weymouth. |
| Downing, Elsie Miriam | Dorchester. |
| Eldridge, Ruth Merriman | Wareham. |
| Faden, Grace Kimball | Waltham. |
| Falvey, Anna Cecilia | Holyoke. |
| Fay, Charlotte Morse | West Upton. |
| Fitzgerald, Joanna Christina | Taunton. |
| Freeman, Maude Reinette | Winthrop. |
| Gallagher, Mary Elizabeth | Rockland. |
| Gallagher, Mary Louise | Rockland. |
| Gifford, Margaret Kaulbach | Brockton. |
| Gifford, Mary Chace | Fall River. |
| Gladwin, Myrta Lester | Brockton. |
| Goodhue, Marie Winifred | Quincy. |
| Hall, Constance | East Boston. |
| Harrington, Anna Teresa | Somerset. |
| Hart, Alida Frances | Fall River. |
| Hanrahan, Grace Mary | Taunton. |
| Henderson, Velma Augusta | East Pembroke. |
| Hicks, Marion Estelle | Quincy. |
| Homer, Sadie Vickery | Fall River. |
| Johnson, Grace Frances | Brookline. |
| Johnston, Marion Borden | Fall River. |
| Kelley, Elsie Mae | East Milton. |
| Kelley, Madeline Marie | Melrose. |
| King, Helen Marguerite ¹ | South Braintree. |
| Larkin, Anna Dorothea | Wollaston. |
| Mackinnon, Florence Margaret | Whitman. |
| Mann, Lillian Mary | Canton. |
| Marsh, Ethel Faunce | South Weymouth. |
| McCabe, Julia Etta | Franklin. |
| McDonald, Teresa Genevieve | Brockton. |

¹ Graduated January, 1912.

| | |
|---|-----------------|
| McGarrigle, Elizabeth Emmeline | Calais, Me. |
| McKenna, Kathleen Margaret | Leicester. |
| McKillop, Cora Elizabeth | Holyoke. |
| McLaughlin, Anna Claire | Brookline. |
| Morse, Katherine | Haverhill. |
| Murphy, Mary Ellen | Fall River. |
| Neves, Lila Annie | New Bedford. |
| Nicholson, Sadie Wilson | Fall River. |
| O'Donnell, Katherine Ellen | Bridgewater. |
| O'Donnell, Katharine Miriam | Holyoke. |
| O'Hearn, Lillian Louise Kearney | Fall River. |
| Page, Rose Lima | North Weymouth. |
| Pearce, Clara Mildred | Quiney. |
| Randall, Gertrude Beatrice | Andover. |
| Reidy, Helena Frances | East Weymouth. |
| Reidy, Ruth Mary | East Weymouth. |
| Reinhalter, Mildred Florence | West Quincy. |
| Richards, Viola Mae | Brockton. |
| Robinson, Edith Clinton | East Taunton. |
| Roe, Charlotte Ethel | Fall River. |
| Rogers, Elisabeth Ellen | Raynham. |
| Rolley, Mary Irene | Boston. |
| Sidelinger, Mabel Florence | Taunton. |
| Sherwood, Elizabeth Ellis | Attleborough. |
| Silsby, Marion Irving | Sandwich. |
| Smith, Marion Althea | Campello. |
| Spooner, Mildred Hoyt | North Easton. |
| Stetson, Mildred Louise | Brockton. |
| Sturtevant, Bulah Adele | Brookline. |
| Traver, Ruth Marion | Upton. |
| Webster, Katherine | Waltham. |
| Wilder, Helen Jane | Winchester. |
| Williams, Gertrude | Fall River. |
| Woodbury, Ethel McLain | Haverhill. |
| Wormell, Harriette Fanning | Haverhill. |

Women, 84.

JUNIOR CLASS.

| | |
|---------------------------------------|----------------------|
| Annis, Helen Gertrude | Woods Hole. |
| Ashley, Helen Louise | Acushnet. |
| Bates, Alice Stockham | Sharon. |
| Bath, Harrriet Louise | Stoneham. |
| Braley, Helen Miriam | South Middleborough. |
| Bride, Grace Marguerite | North Attleborough. |
| Brown, Catharine Rollins | Allston. |
| Brownell, Ruth Edna | New Bedford. |
| Bryant, Eula Cushman | Kingston. |
| Buckley, Annie Miles | West Quincy. |
| Burnham, Doris | Stoughton. |
| Cabana, Catherine Francisca | Taunton. |
| Campbell, Kathryn | Hingham. |
| Canfield, Mildred Lee | Fall River. |

| | |
|--|-------------------|
| Carlisle, Myrtle Paine | Brockton. |
| Chubbuck, Marguerite | Sherborn. |
| Coolidge, Lucy Lavinia | Wollaston. |
| Daley, Louise Anna | Quincy. |
| Davis, Almyra Louise | Malden. |
| Devine, Gertrude Ellen | Bridgewater. |
| Donovan, Rachel Loretta | Methuen. |
| Douglas, Grace Gregory | Winthrop. |
| Downey, Marion Lucille | Atlantic. |
| Duarte, Isabel Cecilia | Somerville. |
| Dwyer, Annie Marguerite | Taunton. |
| Flavell, Marion Louise | Marshfield. |
| Foley, Margaret Elizabeth | Norwood. |
| Frank, Mildred Schubert | South Dartmouth. |
| Gould, Edith Alberta | Malden. |
| Graveson, Hilda Axelena | Waltham. |
| Haffards, Gladys Lovisa | Fall River. |
| Hallett, Agnes Lewis | New Bedford. |
| Hamlin, Elizabeth Cabot | Falmouth. |
| Hammond, Marion Temperance | Norwell. |
| Hatch, Laura Frances | Hanson. |
| Hernan, Mary Agnes | West Medford. |
| Hewett, Helen Naomi | Bradford. |
| Johnson, Mabel Alice | South Braintree. |
| Jones, Mildred Emily | Melrose. |
| Killian, Irma Margaret | South Braintree. |
| King, Mary Jane | Taunton. |
| Knight, Margaret Gertrude | West Quincy. |
| Lamb, Lora Elisabeth | West Quincy. |
| Lanfair, Elsie Lillian | East Dennis. |
| Leavis, Ruth Orcutt | Reading. |
| Lincoln, Florence May | East Weymouth. |
| Locke, Annie Edith | Kingston, N. H. |
| Look, Clara Maude | West Tisbury. |
| Lyon, Marion | Campello. |
| Mahoney, Helen Agnes | West Quincy. |
| Mahony, Claire Veronica | Norwood. |
| Martin, Helen Margaret | Taunton. |
| McQueen, Gladys Emelie | Buzzards Bay. |
| Munson, Cleora Margaret | Huntington. |
| Murphy, Marguerite Violet | South Braintree. |
| Nelson, Ellen Sophia | Roxbury. |
| Nickerson, Carolyn Bangs | Orleans. |
| Nickerson, Mildred Sprague | South Braintree. |
| Norris, Lucy Agatha | Hingham. |
| Petee, Ruth Stanton ¹ | East Weymouth. |
| Power, Marie Monica | Fall River. |
| Reed, Mary Evelyn | Fall River. |
| Reid, Mary Winifred | East Weymouth. |
| Reilly, Lillian Mary | Taunton. |
| Riley, Anna Gertrude | New Bedford. |
| Rogers, Emma Viola | Dedham. |
| Rogers, Marguerite Clara | Manchester, N. H. |

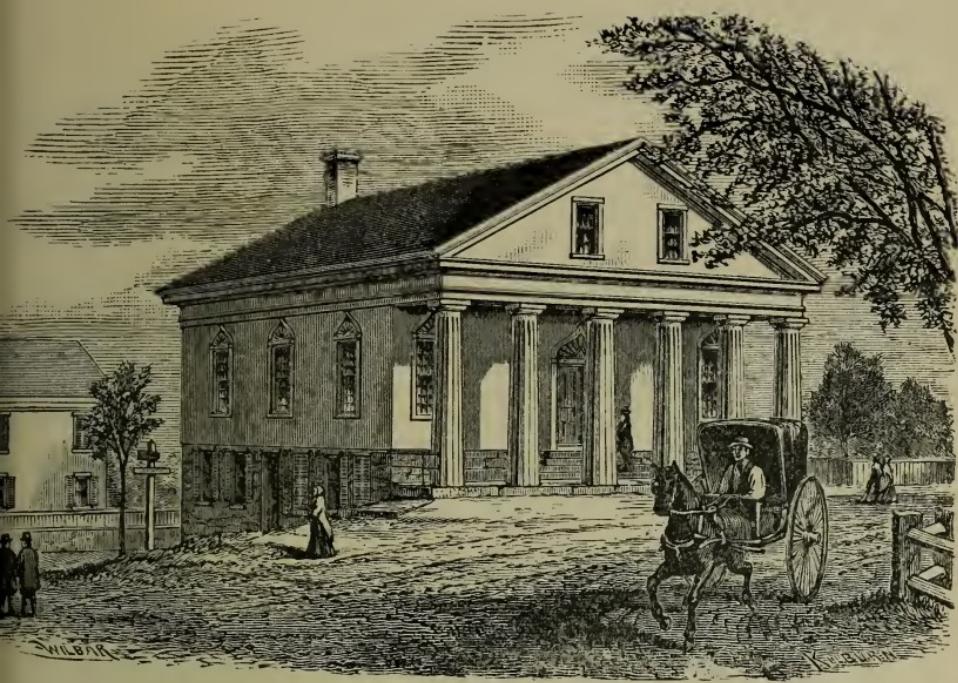
¹ Present first term.

| | |
|-------------------------------------|----------------|
| Russell, Alice Maude | Northampton. |
| Sanford, Ruth Sumner | Taunton. |
| Seibert, Emily Margaret | Sharon. |
| Simmons, Helen May | Somerset. |
| Snow, Dorothy Elizabeth | Middleborough. |
| Sparrow, Marion Celestine | East Orleans. |
| Sprague, Mary Priscilla | Newcastle, Me. |
| Steele, Rachel Hortense | Stoneham. |
| Stranger, Helen Davis | Plymouth. |
| Sullivan, Agnes Veronica | New Bedford. |
| Sylvia, Mary Gaspar | New Bedford. |
| Tuthill, Margaret | Mattapoisett. |
| Tuttle, Genevieve | Chatham. |
| Tuxbury, Alice Mildred | West Newbury. |
| Walling, Mary Edith | Hingham. |
| Young, Mona Rosilla | Brockton. |

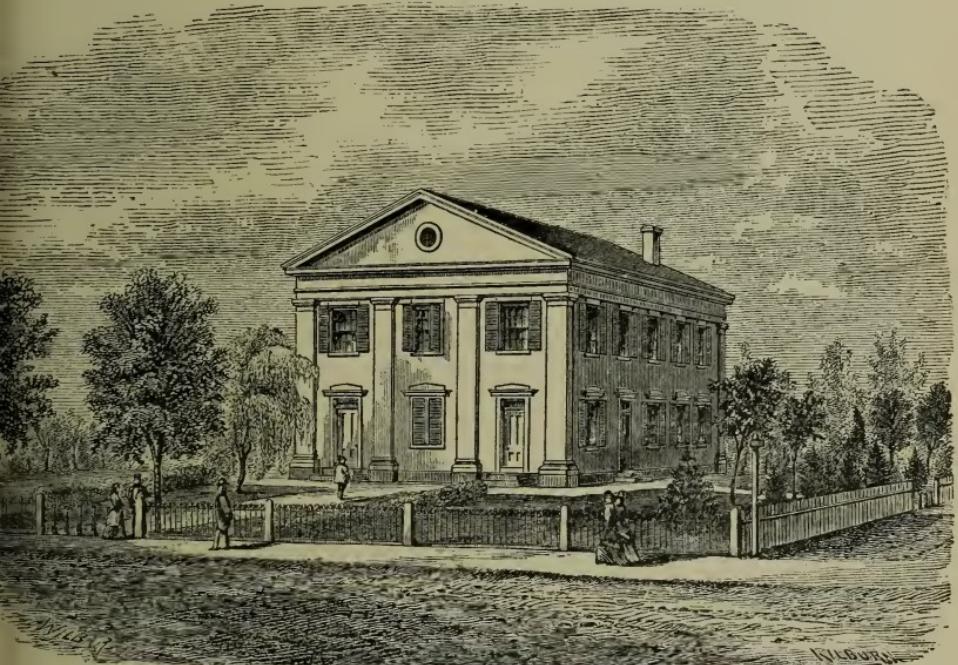
Women, 83.

SUMMARY.

| | Men. | Women. | Totals. |
|---|-------|--------|---------|
| Special course | 4 | 20 | 24 |
| Regular course | 32 | 48 | 80 |
| Intermediate course | - | 58 | 58 |
| Kindergarten-primary course | - | 20 | 20 |
| Elementary course:— | | | |
| Class entering 1910 | - | 84 | 84 |
| Class entering 1911 | - | 83 | 83 |
| Number for the year | 36 | 313 | 349 |
| Number admitted this year | 11 | 144 | 155 |
| Whole number admitted to the school | 1,443 | 4,898 | 6,341 |
| Number graduated last year | 12 | 111 | 123 |
| Whole number of graduates | 924 | 3,240 | 4,164 |
| Number of graduates from four years' course | 187 | 184 | 371 |
| Number enrolled in the model school | - | - | 429 |



OLD TOWN HALL, HOME OF THE SCHOOL, 1840-46.



THE FIRST STATE NORMAL SCHOOL BUILDING IN AMERICA.
Erected in Bridgewater, Mass., in 1846.

HISTORICAL SKETCH.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish ten thousand dollars, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise ten thousand dollars for the erection of new buildings for this school. After vigorous competition it was decided to locate the school at Bridgewater, and the town granted to the school the free use of its town hall for three years. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. The school was opened Sept. 9, 1840, with a class of twenty-eight pupils,—seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the **first State normal school building erected in America.**

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

The growth of the school is shown by the enlargements made for its accommodation, as follows:—

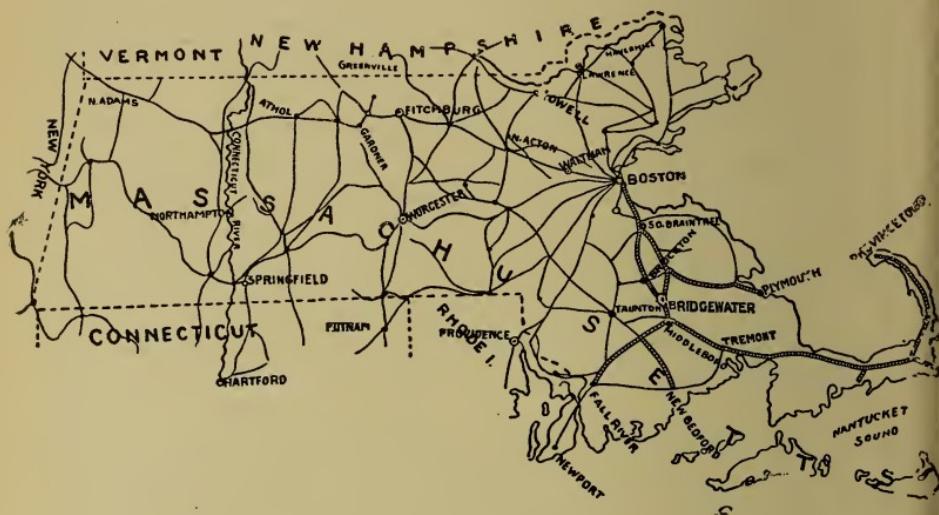
In 1861 the school building was enlarged, increasing its capacity seventy per cent. In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students. In 1871 the school building was again enlarged, increasing its capacity fifty per cent. In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students. In 1881 a new building was erected for physical and chemical laboratories.

In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for outdoor recreations. In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of one hundred and fifty thousand dollars. The same year the laboratory building erected in 1881 was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity fifty per cent., at a cost of seventy-five thousand dollars; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of fifty-five thousand dollars. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1910 an appropriation of one hundred seventy-five thousand dollars was made for a new central power plant and for the erection of a new dormitory for ladies. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden.

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. In 1869 the four years' course was introduced, and an intermediate course, including the studies of the two years' course and electives from the advanced part of the four years' course, was also provided.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the centre district public school near by was made a school of



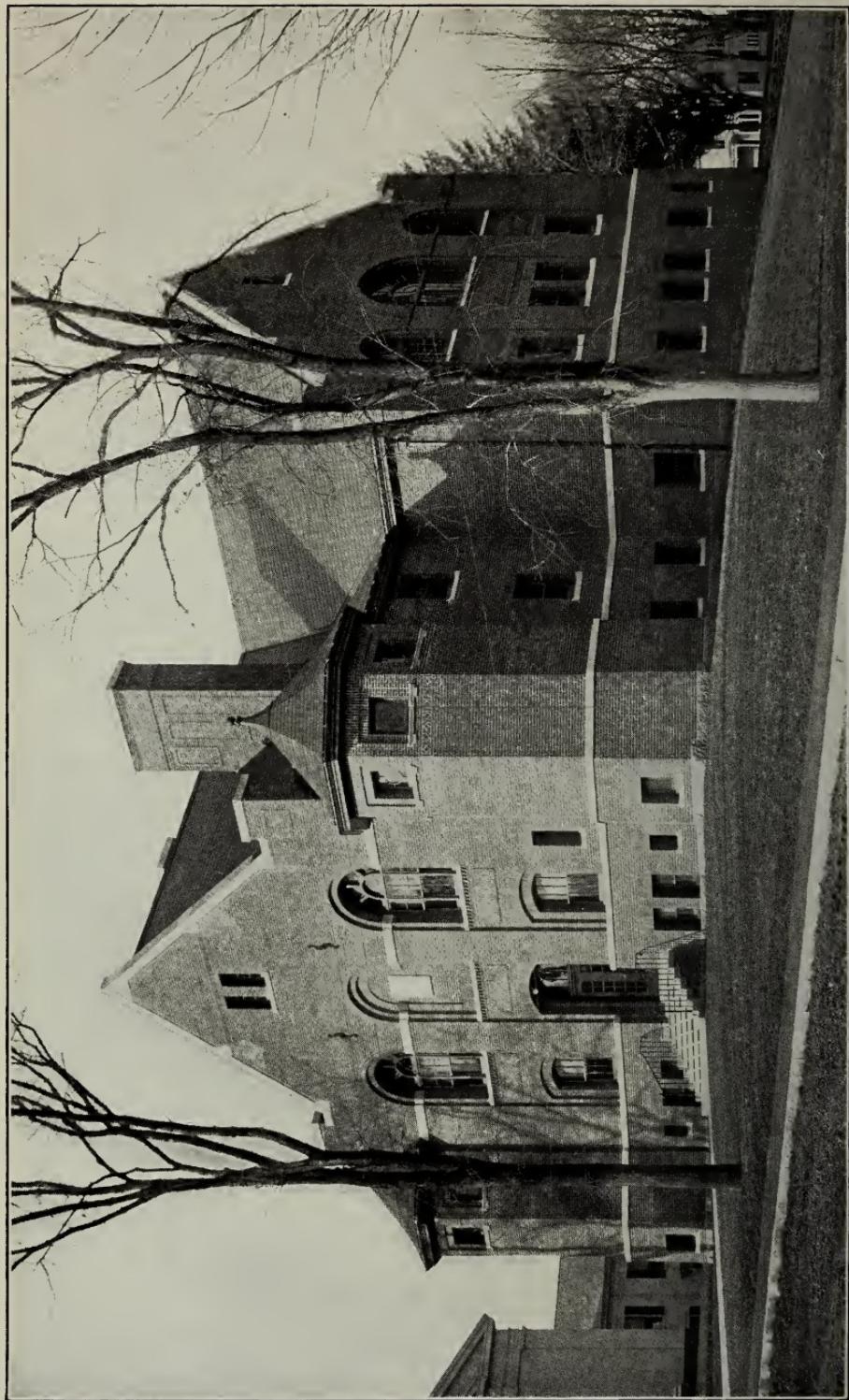
observation for the students of the normal school; in 1891 this school, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school.

LOCATION.

Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of about eight thousand, is on the New York, New Haven & Hartford Railroad, twenty-seven miles south of Boston.

BUILDINGS AND GROUNDS.

The main school building consists of three blocks with good light and air in all the rooms. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. One-third of the building is devoted to the model school. In its interior arrangement the building is one



of the best-equipped normal school buildings in the country. It is well supplied with water, is heated and ventilated by the "fan system," has a heat-regulating apparatus, an electric time service and an electric light service.

Near by the school building are the residence halls, including the new dormitory for women recently erected. The buildings are ten minutes' walk from the railway station. They have a good location near the centre of the village, and the view from them is attractive.

The gymnasium, a new brick structure, is a first-class modern building, and serves the school not only for physical training, but also for social gatherings.

The campus includes six acres of land across the street from the school lot. It has a beautiful pond, fine shade trees, and pleasant walks dividing it into open areas for tennis courts and other outdoor sports. Normal Grove, adjoining the park and including one-half acre, is a fine grove of chestnut trees. South field, across the street on the south side, includes two acres of level ground for athletic sports. A natural science garden of two acres, adjoining Normal Grove, serves as an out-of-door laboratory for biology, geography and school gardening; a greenhouse has been erected in this garden for the use of the students during the winter.

LABORATORIES AND LIBRARIES.

The institution has eleven laboratories, furnished with the most approved modern appliances for teaching.

Physical Laboratories.—In the department of physics there are two laboratories. One is arranged for individual work at tables; the other, for demonstration purposes, with apparatus for projection.

Chemical Laboratories.—The department of chemistry has two laboratories. One, for the elementary course, is arranged for individual work at tables; the other is arranged for analytical work, qualitative and quantitative. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

Mineralogical and Geological Laboratory.—This room is arranged for physical and chemical tests and for blow-pipe work. It is pro-

vided with three sets of mineral specimens: one set of working specimens, for use at the tables; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating the classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

Biological Laboratory.—The laboratory for the study of botany, zoölogy and physiology includes two rooms, arranged for individual work at tables. Each room contains three collections of typical specimens, and there is also equipment for microscopic and for experimental work. The greenhouse, situated in the natural science garden, is used by the students for the practical study of horticulture and school gardening.

Geographical Laboratory.—This laboratory is equipped with globes, the latest and best physical and political maps for all grades of work, pictures arranged for class use, models of the continents and of Massachusetts, and productions in both the raw and the manufactured states. Projection apparatus is provided for all phases of the subject.

Industrial Laboratory.—This laboratory is furnished with manual training benches, sets of tools, and other special appliances.

Domestic Science and Industry.—Two laboratories are fitted up for the study of domestic science and the industrial occupations of pottery, weaving and bookbinding.

The Drawing Rooms are furnished with adjustable drawing stands and with fine examples of casts and models for teaching.

Library.—The school has a large and valuable library of reference books with topical card catalogues. In addition, each department has its own library of works devoted especially to the subjects taught in the department.

ADMISSION.

I. Candidates for admission to any one of the Massachusetts State normal schools must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; must be free from diseases or infirmities which would unfit them for the office of teacher, and must present certificates of good

moral character. They must also present detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade attained therein.

[Blank forms for certificates may be obtained upon application at the office of the State Board of Education, Ford Building, Boston. As far as possible certificates should be forwarded in June.]

II. Candidates must present by examination or certificate satisfactory evidence of preparation in the following subjects, 14 units being the requirement for admission. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Required Subjects.* — Three units.

- (1) English literature and composition 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

| | | | |
|------|--|-----------|----------|
| (2) | Algebra | | 1 unit. |
| (3) | Geometry | | 1 unit. |
| (4) | History, ancient, mediæval and modern, English or American, including civics | | 1 unit. |
| (5) | Latin | | 2 units. |
| (6) | French | | 2 units. |
| (7) | German | | 2 units. |
| (8) | Drawing ¹ | | 1 unit. |
| (9) | Physics | | 1 unit. |
| (10) | Chemistry | | 1 unit. |
| (11) | Biology, botany or zoölogy ¹ | | 1 unit. |
| (12) | Physical geography ¹ | | 1 unit. |
| (13) | Physiology and hygiene ¹ | | 1 unit. |

For the present, the topics included within the foregoing subjects will be such as are usually accepted for entrance by Massachusetts colleges. The outlines submitted by the College Entrance Examination Board (sub-station 84, New York City) will be found suggestive.

C. *Additional Subjects.* — At least 4 additional units from any of the foregoing subjects, or other subjects approved by the secondary school towards the diploma of graduation of the applicant.

¹ Half units in these subjects will also be accepted.

III. *Examinations.*—Each applicant for admission, unless specifically exempted by the provisions of section V, must pass entrance examinations in the subjects required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination will present credentials or certificates from their schools to cover the requirements under "C"; examinations are not given in these subjects.

IV. *Division of Examinations.*—Candidates for admission to the normal schools may take all of the examinations at one time, or may divide them between June and September. (See Calendar.) If the examinations are divided, the candidate will receive no credit for the first examination unless he passes in at least five of the ten units required. Examinations may not be divided between different years.

[The physical examination, which is required of all candidates, will be held by the school physician, for the year 1912, on June 20 and on September 3 and 4.]

V. *Admission on Certificates.*—Candidates from schools which are on the certificate list of the New England College Entrance Certificate Board, or from public high schools approved by the State Board of Education for this purpose, may, when the principal of the high school shall have certified his belief that the candidate is able to do satisfactory work in the normal school, be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which they have attained a record of 80 per cent. or B during the last year in which such subject has been pursued. Such candidates will present credentials for the subjects under "C."

VI. *Admission as Special Students.*—Graduates of normal schools and colleges and persons having had satisfactory experience in teaching may be admitted as special students, under such regulations as the Board may prescribe.

NORMAL SCHOOL BUILDING.
WOODWARD HALL.

TILLINGHAST HALL.



DESIGN OF THE NORMAL SCHOOL.

The function of the State normal school is to educate teachers for the public schools of the State.

The first requisite in the discharge of its function is that the normal school shall inspire the student with the spirit of the true teacher.

It is vitally important to awaken in the normal student a just appreciation of the work of the teacher; the feeling that he must have the spirit of service, must love his work and love his pupils; that he has a mission which he must accomplish.

The second requisite is that the normal student shall be carefully led through the educational study of the subjects of the public school curriculum.

In this way he learns how to use each subject in the teaching process, and thereby learns the method of teaching. The normal school is made professional, not by the exclusion of these subjects from its course, but by the inclusion of the educational study of them; all the subjects of the normal school are to be studied in their direct bearing upon the teaching process, and also to get a broader view of their scope and meaning.

The third requisite is that the school shall lead the normal student after the educational study of the subjects of the school curriculum, through the broader study of man, body and mind, to find the principles of education which underlie all true teaching.

This study is invaluable for its influence "in expanding the thought, enlarging the views, elevating the aims and strengthening the character of the student." It is to be followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education.

The fourth requisite is that the normal student shall be led to make a practical study of children which he should do as fully as possible throughout the course, under intelligent suggestion.

He should have ample observation under intelligent guidance in all the grades of a good public school; and, when he has some just conception of the nature and method of true teaching, and when he has become acquainted with children, he should have ample practice in teaching, under such supervision as he needs.

PRINCIPLES OF THE SCHOOL.

The first distinctive principle of normal school work is that the ultimate object of the normal school is to make the normal student as far as possible an educator.

The teacher's personal relation to his pupils is most intimate. His personal appearance and bearing at once attract or repel. His personal habits are a constant help or hindrance to the formation of good habits in them. His thinking gives tone and coloring to their thought. His taste has much influence in forming their tastes. His moral character impresses itself upon their moral natures. His spirit is imbibed by them. The unspoken, unconscious influence of the teacher, which gives tone, quality and power to all his instruction, enters so deeply into the life of his pupils that his life affects their young lives with great power for good or evil.

Teaching, therefore, is the subtle play of the teacher's life upon the pupil's life, to cause him to *know* what he would not acquire by himself; to *do* what he would not otherwise do; to *be* what he would not alone become.

Second, — The normal pupil is a student teacher.

He is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, all the exercises of the school, from the point of view of the teacher.

Third, — The normal student is to be educated for teaching.

He is to find the principles of education by the study of the development of the human body and mind, and is to be so trained in their application that he will be able to conduct the education of his pupils. The method of teaching is determined by these principles.

The students are led through the educational study of each subject in the course, to learn why it should be studied, to obtain command of its principles, to ascertain its pedagogical value, and to learn how to use it in teaching.

COURSES OF STUDY.

The school offers six courses of study:—

1. A kindergarten-primary course of three years.
2. An elementary course of two years.
3. An intermediate course of three years.
4. A regular course of four years.
5. A special elective course of two years for teachers of experience.
6. A special elective course of one year for college graduates.

Diplomas, designating the course taken, are granted for each of these courses. Teachers of experience may elect a course of one year, for which a certificate is granted.

1. KINDERGARTEN-PRIMARY COURSE.

This course covers a period of three years and prepares equally for teaching in the kindergarten and in the primary grades. It trains teachers to work in the kindergarten with due regard to the succeeding years of the child's development, and in the primary grades with a proper use of kindergarten methods. The demand for such teachers exceeds the supply.

FIRST YEAR.

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|-----------------------------|----------------------|-------------------------------|----------------------|
| English I. | 2 | English III. | 3 |
| Vocal Expression | 2 | Vocal Expression | 2 |
| Practical Science | 5 | Arithmetic | 5 |
| Form Study | 5 | Physiology | 2 |
| Vocal Music | 4 | Manual Arts | 4 |
| Manual Arts | 4 | Gymnastics | 2 |
| Gymnastics | 2 | Penmanship | 1 |
| Penmanship | 1 | Kindergarten Theory | 3 |
| | | Observation in Model School | 3 |

SECOND YEAR.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|------------------------------|----------------------|---------------------------|----------------------|
| Vocal Expression . . . | 2 | Nature Study . . . | 3 |
| Manual Arts . . . | 4 | Manual Arts . . . | 4 |
| Gymnastics . . . | 2 | Gymnastics . . . | 2 |
| Educational Psychology . . . | 10 | Penmanship . . . | 1 |
| Observation in Kindergarten | 2 | Kindergarten Theory . . . | 5 |
| Kindergarten Theory . . . | 4 | Teaching . . . | 10 |
| Penmanship . . . | 1 | | |

THIRD YEAR.

| Fifth Term. | Periods per Week. | Sixth Term. | Periods per Week. |
|----------------------------|----------------------|-----------------------|----------------------|
| History of Education . . . | 4 | Primary Methods . . . | 10 |
| Kindergarten Theory . . . | 6 | Teaching . . . | 15 |
| Teaching . . . | 15 | | |

2. ELEMENTARY COURSE.

This course prepares for teaching in the elementary grades; it has no elective studies. A diploma is given upon the satisfactory completion of this course.

Students are urgently requested to consider the advantages of the three and four years' courses in preparing for teaching the upper grades.

FIRST YEAR.

| First Term, Junior 1. | Periods per Week. | Second Term, Junior 2. | Periods per Week. |
|-------------------------|----------------------|----------------------------|----------------------|
| English I. . . . | 2 | English II. . . . | 4 |
| Vocal Expression . . . | 2 | Vocal Expression . . . | 2 |
| Vocal Music . . . | 5 | Arithmetic | 5 |
| Geometry I. . . . | 4 | Minerals | 2 |
| Practical Science . . . | 5 | Physiology | 3 |
| Manual Arts . . . | 4 | Manual Arts | 4 |
| Gymnastics . . . | 2 | Model School I., II. . . . | 2 |
| Penmanship . . . | 1 | Gymnastics | 2 |
| | | Penmanship | 1 |

SECOND YEAR.

| Third Term, Senior 1. | Periods per Week. | Fourth Term, Senior 2. | Periods per Week. |
|----------------------------|-------------------|--------------------------------------|-------------------|
| English III. | 3 | English IV. (half term) | 5 |
| Vocal Expression | 2 | Nature Study | 3 |
| Penmanship | 1 | Geography (half term) | 5 |
| Nature Study | 3 | History of Education I. | 1 |
| Geography | 4 | Penmanship | 1 |
| History | 4 | Gymnastics | 2 |
| Manual Arts | 4 | Psychology, School Laws | 10 |
| Gymnastics | 2 | <i>Teaching alternate ten weeks.</i> | |
| Model School III. | 2 | | |
| <i>Teaching six weeks.</i> | | | |

3. THE INTERMEDIATE COURSE.

In this course the elementary subjects are taken up in a more advanced form; an opportunity is given for *elective* studies, and more *extended practice* in teaching is afforded in the model school and in other schools. It requires *three years* for its completion. A diploma is given upon the satisfactory completion of this course.

FIRST YEAR.

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|----------------------------|-------------------|-----------------------|-------------------|
| English I. | 3 | Botany I. | 4 |
| Vocal Expression | 2 | Algebra | 4 |
| Zoölogy I. | 4 | Physics II. | 4 |
| Geometry | 4 | Vocal Music | 4 |
| Chemistry | 5 | Mineralogy | 4 |
| Manual Arts | 4 | Manual Arts | 4 |
| Gymnastics | 2 | Gymnastics | 2 |
| Penmanship | 1 | | |

SECOND YEAR.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|----------------------------|-------------------|----------------------------------|-------------------|
| English II. | 4 | English III. | 3 |
| Vocal Expression | 2 | Bookkeeping | 2 |
| Arithmetic | 5 | Physiology (half term) | 5 |
| Physiography | 4 | Geography (half term) | 5 |
| Manual Arts | 4 | History I., II. | 5 |
| Gymnastics | 2 | Manual Arts | 4 |
| Model School I. | 2 | Gymnastics | 2 |

THIRD YEAR.—CLASS B.

| Fifth Term. | Periods per Week. | Sixth Term. |
|--------------------------------|----------------------|---|
| English IV. | 4 | <i>Electives</i> from the regular course or teaching in neighboring towns. |
| Vocal Expression II. | 2 | |
| Psychology | 10 | |
| History of Education | 2 | |
| Model School II., III. | 2 | |
| Teaching | 2 | |
| Gymnastics | 2 | |

4. THE REGULAR FOUR YEARS' COURSE.

This course includes the *maximum* work in the subjects of the elementary course and the educational study of the advanced phases of the subjects. It gives abundant opportunities for practice teaching and for intensive study in preparation for principalships and departmental teaching in the *upper grades*. It enables its graduates to take advantage of credit given by the colleges (see page 57).

FIRST YEAR.—CLASS D.

[NOTE.—Electives are in italic; minimum,—twenty periods a week.]

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|----------------------------|----------------------|----------------------------|----------------------|
| English I. | 3 | Vocal Expression | 2 |
| Vocal Expression | 2 | Botany I. | 2 |
| Zoölogy I. | 4 | Algebra I. | 4 |
| Geometry | 5 | Physics II. | 4 |
| Chemistry | 5 | Vocal Music | 5 |
| Manual Arts | 4 | Mineralogy | 2 |
| Gymnastics | 2 | Manual Arts | 4 |
| | | Gymnastics | 2 |

SECOND YEAR.—CLASS C.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week |
|---|----------------------|---|---------------------|
| English II. | 4 | English III. | 3 |
| Vocal Expression | 2 | <i>Latin II.</i> or <i>French II.</i> | 4 |
| <i>Latin I.</i> or <i>French I.</i> | 4 | Bookkeeping | 2 |
| Arithmetic | 5 | Physiology (half term) | 5 |
| Physiography | 4 | Geography (half term) | 5 |
| Manual Arts | 2 | History I., II. | 5 |
| Gymnastics | 2 | Manual Arts | 4 |
| Model School I. | 2 | Gymnastics | 2 |

THIRD YEAR.—CLASS B.

| Fifth Term. | Periods per Week. | Sixth Term. | Periods per Week. |
|--|-------------------|---|-------------------|
| English IV. | 4 | <i>German II.</i> | 5 |
| Vocal Expression | 2 | <i>Greek</i> | 5 |
| <i>Latin III.</i> | 4 | <i>Astronomy</i> | 5 |
| <i>German I.</i> | 5 | <i>Chemistry II. and III.</i> | 10 |
| <i>Geometry II., Algebra II.</i> | 4 | Advanced Nature Study | 4 |
| <i>Physics III.</i> | 5 | History III. | 4 |
| Advanced Nature Study | 3 | <i>Manual Arts</i> | 4 |
| Gymnastics | 2 | Gymnastics | 2 |
| Model School II. | 2 | Model School III. | 2 |

FOURTH YEAR.—CLASS A.

| Seventh Term. | Periods per Week. | Eighth Term. | Periods per Week. |
|---|-------------------|--|-------------------|
| <i>Zoölogy II.</i> | 5 | <i>American Literature</i> | 4 |
| Gymnastics | 2 | <i>Vocal Expression</i> | 2 |
| Educational Psychology, School Laws | 10 | <i>Geometry III., Trigonometry</i> | 6 |
| History of Education | 2 | <i>Botany II.</i> | 4 |
| Model School, IV. women | 10 | <i>Zoölogy III.</i> | 4 |
| Model School, VI. men | 10 | <i>Geology</i> | 5 |
| | | <i>Chemistry IV.</i> ¹ | 10 |

5. SPECIAL COURSE FOR TEACHERS.

Teachers of three years' experience who bring satisfactory testimonials regarding their work and their character may select a course approved by the principal, as follows:—

Required Subjects.—(1.) Principles of Education, the Art of Teaching, School Organization, School Government, School Laws of Massachusetts. (2.) History of Education. (3.) Child Study, observation, and a limited amount of teaching.

Electives.—The principles and method of teaching any of the subjects of the elementary or regular courses.

This course may be adapted to preparation for teaching in primary or grammar grades, or for departmental work.

The written examination is not required for admission to this course. A certificate is given for a course of one year; for a two-

¹ Or teaching V., 20 weeks.

years' course a diploma is granted. A minimum of twenty periods per week is required.

Graduates of normal schools may select a post-graduate course of one or two years, which shall include the Principles of Education.

6. COURSE FOR COLLEGE GRADUATES.

The course of study for one year is as follows:—

Required Subjects.—(1.) Principles of Education, the Art of Teaching, School Organization, School Government, School Laws of Massachusetts. (2.) History of Education. (3.) Observation either in the model school or in a large high school, practice in teaching.

Electives.—The principles and method of teaching any of the subjects of the regular course.

Candidates are admitted to this course without written examination. A minimum of twenty periods per week is required, and when the course is successfully completed a diploma is granted.

The work is adapted to the special needs of the class. All the facilities of the normal and model schools are available, and also the use of the Brockton high school for observation purposes.

COURSES IN DETAIL.

These courses are based on the following requirements for successful teaching:—

1. *A professional attitude* toward the subjects to be used in teaching. A new point of view has to be established; the subjects are worked out as instruments of instruction for children. There are three sets of subjects in this course: (a) the curriculum subjects, which include the material used directly in the teaching of the grades; (b) the contributory subjects, on which the elementary subjects are based and toward which they are tending, also material to be used indirectly in the teaching; (c) the study of pedagogy and history of education, for the purpose of organizing the principles of education and methods of instruction into definite form, as a guide to the professional work and study of the teacher. The

study of pedagogy includes child study and school hygiene in connection with the observation and practice.

2. A background of knowledge of the essential truths of the subjects to be taught. This implies a careful selection of the essential facts in the different subjects from the point of view of the teacher. The educational value of this material is emphasized.

3. A very careful development of the work to be done in the grades, including the choice of material and the method of teaching from the point of view of the development of the children and in accordance with their environment. The general method is given by the normal teacher in connection with the class work; the detailed method in each grade is given by the supervisor of training and by the critic teachers in connection with the practice work.

ENGLISH LANGUAGE AND LITERATURE.

English I. — Language. The elementary facts of language are organized from the teacher's standpoint: (a) the language of action, considered with reference to life and conduct in the schoolroom, in the street and in the social relations; (b) conventional language, — sign, oral, written, — with the special uses of each variety and something of its history. Analysis of the spoken word, to discover elementary sounds, syllabication and accent, with their bearing upon correct pronunciation; analysis of the written word to discover relations between sound and symbol and their bearing upon correct spelling, oral and written; application of these analyses to the teaching of children. Etymology briefly treated as a key to the meaning of new words.

English II. — Grammar. The facts of sentence construction organized:—

1. To teach recognition of the sentence as a unit of speech.
2. To discover the principles underlying the present-day use of word-forms as these occur in well-composed sentences.
3. To evolve a terminology adapted to the needs of young pupils and based upon the present condition of the English language.
4. To establish standards which shall rationalize the speech of the student and his pupils.
5. To work out with the students a good method for children.

English III. — This course has two aims: the literary culture of the teacher, and direct preparation for teaching English in the

grades. It includes (a) a wide range of reading, especially of American literature, with careful study of a few selected works for the purpose of developing appreciation of a piece of good English; (b) elementary composition, oral and written, with reference to choice of words, note-taking, letter writing, social forms, and the teaching of composition in the grades; (c) theme writing, for the purpose of developing the power of literary expression; (d) a study of *Greek and Norse Myths*, for familiarity with many myths, for consideration of their origin, meaning and value and for discussion of their treatment in the grades.

English IV.—*Literature*. (a) Study of the history of the English language as it has been affected by the political, social and industrial life of the people, as a help to the more effective teaching of the language. (b) Study of typical selections of narrative, emotional and reflective poetry, in preparation for conducting class exercises upon them; (c) a general study of American literature as a record of the thoughts, feelings and imagination of the people.

The aim is to cultivate the power to guide pupils in understanding and appreciating what is read, and to give to the students the stimulus which may come from an acquaintance with good literature, as an aid in teaching.

VOCAL EXPRESSION.

The department of expression aims: (a) to develop the student's love and appreciation of literature, and to make these the vital basis of the art of reading; (b) to prepare directly for teaching reading in the different grades of schools.

From the point of view of professional literature the students (a) are led to read widely in the literature of childhood; (b) are taught to interpret orally the "literature of power" with some degree of personal mastery; (c) are trained in the use of voice and body; (d) are taught to value and use professional literature in connection with the special subjects of this course.

From the point of view of the content and method of teaching reading in the elementary grades the course includes:—

1. *Phonics* — with application to work in the different grades.
2. *Literature* taught in connection with the analysis and oral rendering of selections from the poetry and prose commonly found in

public school courses in literature and reading; story telling, based on the rendering of fables, fairy tales, folk tales, cumulative stories, myths and legends, biographical and historical stories; literature for special occasions; children's plays.

3. *Methods of illustrating literature*, — dramatization; paper cutting; use of crayons, brush and ink, and water colors.

4. *Use of pictures* in connection with the reading lesson, — prints, blackboard sketching, illustrations in books.

5. *General reading* of recreational and informational literature. How to interest children in general reading, and establish in them the reading habit. The relation between the public school and the library.

6. *Sight reading*, oral and silent. Value, material to be used, how conducted. Reading to children; memory selections.

7. *Seat work* — purpose and method.

8. *Text-books* in reading; points for judging them; discussion of the leading methods in use for teaching reading.

9. *Hygiene* of reading. (a) Reading fatigue; (b) speech defects; (c) backwardness in speech.

10. *Simple technique* of children's reading.

A dramatic club is organized for the young women of the school. The following courses are offered to the *men*: —

1. Extemporaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body; declamation.

2. Study of the principles of debating and public speaking; preparation and delivery of short addresses on original topics; preparation of briefs; practice in debating, individually and in teams.

3. Oral rendering of selected masterpieces of literature.

4. Methods of teaching reading in the public schools.

MODERN LANGUAGES.

(ELECTIVE.)

Modern languages are studied so that they may be used in intercourse with people who speak those languages. Correct pronunciation, therefore, is the first requisite; this, combined with careful ear training, soon enables the student to think in the language he studies. Much reading and conversation will give quickness in understanding and fluency in speaking.

French I.—Elementary and advanced divisions of the class are formed, according to the preparation of the students. Method of teaching pronunciation, and the essentials of grammar; reading of stories.

French II.—Reproduction; advanced reading, explaining in French what is read.

German I.—Object,—to pronounce correctly, to be able to understand ordinary German when seen on the printed page and when spoken, and to speak it. Method,—alphabet, essentials of grammar, much reading, reproducing and listening to reading, conversation; practice German script.

German II.—Reading German literature, ear practice, conversation and story telling.

Spanish.—The method is the same as that used in German and French,—good pronunciation, facility in correct reading, ear practice. The ultimate object is ability to use Spanish in ordinary intercourse with people who speak the language. Spanish is easily acquired by those who have a good knowledge of Latin.

LATIN AND GREEK.

(ELECTIVE.)

The subjects are studied mainly for the purpose of increasing the power of expression in the vernacular by careful and accurate translation; also by constant study of etymology and derivation, to gain a knowledge of the meaning of English words derived from Latin and Greek.

Latin I.—Practice in conducting classes. Special reading: Cicero, —*Epistolæ* and *De Officiis*.

Latin II.—Reading of Livy and Plautus. Syntax of the verb, reproduction, composition.

Latin III.—Reading of Quintilian and Horace. Method of teaching Cæsar, Cicero and Vergil.

Greek.—Method of teaching Greek—alphabet, inflection, exercises, reproduction, translation.

MATHEMATICS.

Arithmetic.—1. *General ideas* to be considered by teachers,—the measuring instinct and its value in teaching the use of numbers; the nature of number and what arithmetic includes; the objects to be secured from the study of the subject.

2. *Fundamental ideas* governing the teaching of arithmetic,—knowledge of the subject should grow out of practical experience; the importance of visualizing as an aid to the study of relations; the importance of drill in order to form correct habits; the power of its use to be developed by letting pupils discover for themselves.

3. *Detailed Study of the Principal Topics.*—(1) “Number work” in the lower grades,—counting; facts of numbers from 1 to 20, and of the tens by work with objects; fractions of numbers studied objectively; comparison of numbers, with and without objects.

(2) *Processes.*—Oral adding, subtracting, multiplying, and dividing numbers from 20 to 100. The great importance of “mental arithmetic.” Written work in the four operations. Processes thought out at first, then quick mechanical methods derived for habitual use. Emphasis is laid on judging roughly of the correctness of results, and on accurate verification.

(3) *Problems.*—Making problems from daily experience. Picturing problems in the various steps of their solution, as an aid to reasoning.

(4) *Factors*,—their helpful application in operations with numbers.

(5) Common and decimal fractions.

(6) Units of measure,—simple work for the lower grades; fuller treatment of tables; mensuration (see geometry); squares and square root.

(7) Percentage and its application in business. (See Business Arithmetic.)

Different school arithmetics are used in connection with these topics; illustrative exercises are given with children, and the material is organized for teaching.

Business Arithmetic.—The principal topics considered are the exchange of property, accounts, commercial papers, business forms, and single entry bookkeeping. They are taken up as applications of the fundamental principles of arithmetic, and emphasis is placed upon the use of bookkeeping in practical life.

Bookkeeping. — (Advanced Courses.) The analysis of the subject, to show what it includes. Exchange of property, accounts, single and double entry, for the principles of the subject and the method of teaching. Emphasis is placed upon its relation to arithmetic, as an application of the fundamental principles of that subject, and upon the use of bookkeeping in the practical affairs of life.

The following subjects are discussed with the idea of making the prospective teacher somewhat familiar with the financial world around her, as well as enabling her to prepare the children to take an intelligent part in the practical life into which they must enter: the care and use of money; the importance of saving money and thus acquiring capital; the advantages of possessing capital; the relation of the individual to the system of banks and the use of negotiable paper; the advantages and disadvantages of the various methods of investing savings; the relation of the individual to the great insurance system; the essential principles of business law as they apply to the average person in the community.

Geometry I, or Form Study. — The object of the course is to give the teacher an organized knowledge of the essential facts about form, to give the power to produce form in definite relations, and to develop an appreciation of the part played by form in art and in practical life.

The course includes: (1) Observation and definitions of forms, derivation of principles of the logical division of forms, occurrence of geometric forms in nature and in architecture.

2. Inductive observational work with practical applications, including field exercises. Construction: (1) With ruler, square, and protractor; (2) with ruler and compasses.

3. Mensuration of areas and volumes,—working formulæ derived and applied.

4. Syllogistic reasoning explained and applied. This connects the high school geometry already studied with professional training in that subject.

This study of geometry is closely correlated with drawing and manual training on the constructive side, and with mensuration on the arithmetical side.

Geometry II. — (Elective.) Original demonstrations in solid geometry. Applications of these geometrical principles in common

life and in industries. Problems based on the applications. Methods of teaching, with practice.

Geometry III.—(Elective.) Plane analytical geometry, with practice in teaching certain topics.

Trigonometry.—(Elective.) Plane, with applications in finding distances and areas; use of the transit. Spherical, with applications, as in finding great circle distances, and in calculating length of days and times of sunrise and sunset. Practice in teaching certain topics.

Algebra I.—(Advanced Courses.) The subject is analyzed to show what it includes, and to determine its pedagogical value. Literal notation, negative numbers, and the use of the numerical processes in simple equations are reviewed, for the purpose of determining the principles of the subject. The practical value of algebra is emphasized in solving problems from arithmetic, geography, physics, and other subjects in the curriculum. The method of teaching elementary algebra as an extension of arithmetic is carefully considered.

Algebra II.—(Elective.) Quadratics reviewed; permutations and combinations; the binomial theorem; logarithms; the higher series, operations upon them, convergency and divergency of series; use of undetermined coefficients; continued fractions.

PHYSICS AND CHEMISTRY.

Physics I.—(Elementary.) The work is based on the belief that, while very few of the students may ever teach physics as such, every teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in the subjects that are taught, as in geography, physiology and nature study. The teacher should also be able to help children to a clear understanding of the allusions met in their reading, should know something of the construction and operation of common instruments in the schoolroom and in the home in which children are interested, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse.

The *aim* is to present in a systematic way as many of the truths most likely to be needed as time will allow, deriving these truths, in large measure, from the familiar experiences of common life, and to lead the students to see how the truths thus derived are related in other ways to their own lives and the lives of their pupils.

Some of the topics considered are,—the production of dew, fog, clouds, rain, frost and snow; ocean and atmospheric currents, land and sea breezes; capillary action; diffusion of liquids; osmose; floating of ice; tides; twilight; eclipses; use of compass; evaporation, absorption, solution; why a balloon rises; shining of the moon; echoes; shadows; the rainbow; pump, siphon; thermometer, barometer; sewing machine; piano, violin and other musical instruments; electric bell; steam engine; reflection and refraction of light; modes of transfer of heat, kinds of heating apparatus, production of draughts.

Physics II. — (a) Same lines of work as in Physics I.

(b) Laboratory practice in measurement work, largely on the mechanics of solids and liquids, intended to give experience in the careful handling of apparatus, and in the interpretation of results, which will be useful in teaching. Practice in the graphical expression of results; solution of problems. Preparation and presentation of subjects.

Physics III. — (Elective after Physics II.) Experimental work in sound, heat, light, magnetism and electricity, for a wider range of laboratory methods, more power in the successful use of apparatus, and a broader knowledge of physics as a science. Laying out of subjects by the students. Collateral reading and acquaintance with some of the best books on the subject. Practical applications; solution of problems.

Chemistry I. — (Elementary.) Practical study of those truths of chemistry which will acquaint the students with the important facts of their chemical environment and show how this knowledge can be used in the school subjects and in practical life. Emphasis is laid upon applications to home activities, agriculture and manufacturing.

Topics considered. — 1. Simple glass working.

2. Experiments to illustrate some of the evidences of chemical change and the conditions for them.

3. Some chemical operations needed for the interpretation of nature and human industries. Making solutions, crystals, and chemical precipitates; filtering, distilling, sublimating and fusing.

4. Substances and mixtures compared. Elements and compounds. Some of the important laws of chemical change.

5. *Chemistry of Air.* — Chemical aspects of air as a whole; prepa-

ration, properties and uses of oxygen with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; properties and uses of nitrogen, with emphasis on its use in natural and artificial fertilizers and explosives; preparation, properties and uses of carbon dioxide, to understand the relation of plants to animals, the need of ventilation, and some of the changes in minerals. Proof that air is a mixture of gases; forces that make for variability in its composition; forces that work for constancy in its composition.

6. *Flame and Fuel.* — Structure, products and order of combustion in a typical flame; how to start, control and extinguish fire; uses of a chimney; ventilation; characteristics of a good fuel.

7. *Study of Water.* — Physical and chemical properties of water, to appreciate its many uses; tests for the purity of drinking water; location, curbing protection, and ventilation of wells and springs; occurrence of water in minerals and organic bodies.

8. *Acids and Alkalies.* — Study of samples of each to learn their distinctive properties, tests, uses, and their relations to each other; application to gardening and industries.

9. *Metals.* — Study of typical specimens to find properties in common; distinguishing properties; consideration of their uses and relation to acids; tests for poisonous metals in solution; alloys.

10. Simple study of starch and gluten, and the chemistry of bread making.

Chemistry II. — (Elective.) *Economic chemistry*, — instruction in the chemical conditions for good health, human efficiency and progress, and how to secure these conditions for the individual and for the community. Laboratory and class study of what we breathe; what we drink and use for cleansing; what we use for fuels and illuminants; the chemistry of common substances; foods and food values; adulterants and methods of detecting them; bleaching, dyeing and care of textiles; observation and assistance in the domestic science class of the model school.

Chemistry III. — (Elective.) *Qualitative analysis*, — to learn how to organize chemical facts for a practical purpose, and to gain breadth of chemical knowledge and mastery of laboratory technique.

This part of the course presupposes a knowledge of general chemistry and considerable previous laboratory practice.

Chemical Theory. — Study of standard works for an acquaintance

with current theories; making of charts; class exercises, for clear exposition and application. Verification in the qualitative analysis.

Determinative Mineralogy. — Analysis of minerals in the laboratory, using Brush's *Manual* as the guide.

Students taking this course are provided with all the best modern facilities, such as reference books, laboratory equipment and Merk's C. P. reagents.

Chemistry IV. — (Elective.) Quantitative analysis, water analysis, milk analysis, soil analysis. Students may elect any one of these lines for thorough study, or typical problems in each of the lines.

NATURE STUDIES.

COMMON MINERALS AND ROCKS.

Aim. — As very few students come with even the slightest acquaintance with this material, the course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to gravel hill, clay pit, ledge, quarry, foundry and mill.

Topics. — The course includes the practical study of a few common minerals, building stones, and typical kinds of soil, with constant applications to the study of geography and to the industries.

1. Study of individual minerals, including those of the vicinity and others of general use or interest, their properties, varieties, uses and occurrence.

2. Some effects of heat and chemicals upon minerals with reference to the industries, as to the smelting of ores, making and using lime and mortar, land plaster, and plaster of Paris.

3. How to determine "unknown" minerals by means of simple tests.

4. Common rocks, including the building stones of the vicinity, their colors, structure, durability, ease of working, mineral ingredients, occurrence and uses.

5. *Decay of Minerals.* — Simple study of specimens in all stages of change. Consideration of the agents and forces operating to crack, split, crumble, erode, weather and transform minerals; also the action of wind, moving water and ice in transporting, sorting and depositing the products of the change.

6. *Soils.* — Mineral and other contents of soil; texture in rela-

tion to agriculture; how soils deteriorate and how to prevent deterioration; how to improve soil.

7. General characteristics of minerals; grouping; distribution in relation to human welfare and social progress; relations to plants and animals; general uses in human affairs; conservation of our mineral resources.

COMMON PLANTS AND ANIMALS.

The topics are arranged according to the season, and are studied with constant use of the science garden.

1. *Growth and Metamorphosis of Insects.*—Eggs and larvæ are collected; a simple vivarium is prepared for the larvæ, fresh food is supplied daily, and a careful record is kept of all the changes.

2. *Injurious and Helpful Insects.*—Following the original investigation, students begin to gain acquaintance with the insects of the garden. They study the form, habits, and means of combating the *plant louse*, *click beetle*, *cut worm*, *dragonfly*, *grasshopper*, *bee*, *mosquito* and *fly*.

About each they search the records to learn (1) in what stages of development the insect is harmful or helpful; (2) at what date measures should be taken to check them; (3) what is their mode of escape; (4) where does metamorphosis take place.

3. *Flowers and Fruits.*—The flower: Its parts and their function, cross or self pollination; fertilization, seed formation; the creation of new varieties of plants. This study is conducted in the school garden, and is supplemented by reports to the class of observations by botanists.

Plant families: Four families are studied in the garden to show that the resemblance in flowers indicates family relation.

Fruits: From their collection of fruits the pupils discover (1) the function of the fruit; (2) the agents of distribution; (3) the conditions which determine the agent of distribution. Each student makes a collection for class exhibition to show as many fruit types as he can. The naming of the plants also increases his acquaintance with the weeds of the vicinity and the cause of their persistence.

4. *Common Trees.*—The approach to the knowledge of trees is by the leaf, used in the fall term in the class. This is followed by work out of doors on the outline of the tree and the character of

the bark and winter bud. Reading is assigned to certain students to discover lumber value, ratio of growth, duration and distribution. Sections are examined to determine decorative value of wood.

5. *Animal Lessons.*—The typical animals of the locality are made the basis of observation and reading to determine their activities, adaptive structures and relations to man.

6. *Nonflowering Plants.*—Simple acquaintance with the common forms met with in the locality,—fungi, lichens, mosses and ferns. The means of distinguishing, adaptation to locality, economic use or injury.

7. *Bird Study.*—Identification, habits, songs, relation to successful agriculture.

From cabinet specimens, the class learns to recognize the common birds of the vicinity. From books, the feeding and nesting habits are learned. The class determines whether the bird merits protection or destruction. This leads to sympathy with laws for bird protection and is far-reaching in its influence.

Indoor work with the birds is supplemented by early morning walks with the teacher. Groups of twelve, with bird-glasses furnished by the school, go to the woods and there associate song and behavior with form and color already studied.

8. *The Seed.*—Function of its parts; germination.

9. *Plant Study.*—Experimental study of functions of leaf, stem and root. Habits of growth which determine survival.

School Gardening.—Each student applies this study by cultivating a flower and vegetable garden. Seeds are tested; plans are arranged for each garden; soil is prepared for seeds, and the plot is cultivated for its special purpose. A number of students also work in co-operation on plots designed for decorative or other special purposes and direct groups of children in planting these gardens.

Botany I.—(Advanced Course.) Study of plant forms from the simpler to the more complex types; power of adaptability of each type; experiments in growth, respiration, digestion, and propagation; analysis of plants.

Botany II.—(Elective.) A study of the form, structure, habits and phases of development of nonflowering plants. The student begins with the minute algae in the aquaria of the laboratory, and broadens his acquaintance until it includes sea mosses, fungi, lichens, true mosses, ferns and club mosses.

Zoölogy I. — (Advanced Course.) A study of the form and structure of animals, with relation to their habits of life, power of adaptation, relations with man, the persistence or extinction of their type. After taking this course the student should have a systematic knowledge of the animal kingdom upon which to draw for teaching zoölogy, conducting nature study, or taking advanced courses in zoölogy.

Zoölogy II. — (Elective.) This course includes the dissection of the sea anemone, starfish, worm, clam, lobster, fish, frog, bird and cat. It furnishes a foundation for the advanced study of physiology and for advanced work in college.

PHYSIOLOGY AND HYGIENE.

The following lines of work are taken up:—

1. The human body as a whole, for its external and structural parts, its general plan and its building materials.

2. Laboratory work, for a knowledge of tissues, structures and processes.

3. The various systems of the body, for (a) the essential facts of anatomy, (b) the functions of the various systems and organs, (c) the fundamental laws of health.

4. Effects of alcohol and narcotics.

5. Foods and food values.

6. A study of the principles of sanitary science, including such topics as (a) ventilation and heating, (b) plumbing and drainage, (c) water and milk supply, (d) preparation and preservation of food, (e) bacteria in relation to disease, (f) contagious and infectious diseases, (g) disinfection and vaccination, (h) relation of food, air and water to disease, (i) school hygiene, (j) personal hygiene.

7. Study of a graded course in physiology, to determine its adaptation to practical school work.

The purpose is (1) to give the student an intelligent appreciation of the important laws of hygiene and the habit of living in obedience to these laws; (2) to enable the prospective teacher to give intelligent care and hygienic training to the children under her instruction.

PHYSICAL TRAINING.

Gymnasium work is required twice a week during the student's course. Arrangements are made at the beginning of the course for the gymnasium dress and shoes; bathing cap and towels are also required. An initial expense of about ten dollars is expected to cover the whole course.

The purposes of this department are:—

1. To aid the student in attaining the highest degree of physical efficiency and bodily symmetry; to stimulate and strengthen co-ordination between mental and physical powers.
2. To enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth and prevent abnormalities of sitting and standing positions.
3. To furnish her with means to improve and preserve the physical integrity of the pupils entrusted to her care.

The theoretical and practical work is based upon the principles of the Swedish Ling system, adapted to American needs. The course includes: (1) practical talks on personal hygiene; (2) a study of the principles and applications of educational gymnastics, with special attention to the effects of gymnastic exercises; (3) instruction and drill in gymnastic positions, movements and exercises; (4) squad and class drills directed by students; (5) the analysis of plays and games suitable for the schoolroom and school yard; (6) observation of gymnastic work with children and practice in teaching them under public school conditions; (7) emergency lessons in checking the flow of blood, resuscitation, transportation, and practical treatment of the common accidents and emergencies of school life; (8) classic dancing, rhythmic exercises and æsthetic movements according to the Gilbert system; (9) folk lore dancing; (10) corrective gymnastics; (11) anthropometry in its application to the strength tests of the students, and instruction in measurements of school children.

Athletics.—In the fall and spring, as the weather permits, the lawns surrounding the school buildings and the campus are used for games with students and children.

Instruction is given in basket ball and hockey, both for the recreative element in them and to furnish a means of establishing the teacher's attitude toward wholesome sport and hygienic athletics for girls and boys.

GEOGRAPHY AND GEOLOGY.

I. Physiography. — The purpose of the work in physiography is to give the student such an understanding of the great facts connected with the development of the earth's crust as to enable him easily and accurately to interpret the more important geographical problems that may arise in connection with the ordinary teaching of geography.

Laboratory exercises and field trips are designed to give an understanding and appreciation of the important facts connected with the composition and structure of the earth's crust, the great agencies that are operating to give the surface its present topographical features and how topography influences man's industrial life.

II. Geography. — A study of man's physical and social environment, as determining his activities and development. The following lines of work are taken up:—

(1) The earth as a planet, for the underlying principles of astronomical geography, including the effects of the earth's rotation and revolution. (2) The atmosphere, for the great laws of climate. (3) The ocean as a modifier of continents and climate and as a great commercial highway. (4) The evolution of topographic forms and the uses which man makes of them, with the qualities which render them thus useful. (5) The people in their industrial and institutional life, including the development of the great industries and institutions among men, and a comparative study of the great commercial nations. (6) Locational geography, to fix important facts of location for general intelligence. (7) Field work and laboratory exercises, for the practical application of principles learned. (8) The preparation of materials and exercises for teaching. (9) Practice in conducting class exercises. (10) The study of a graded course in geography, to determine its adaptation to practical school work. (11) Juvenile literature appropriate for grade work in geography. (12) Schoolroom appliances for teaching the subject.

Special emphasis is placed, throughout the course, upon the industrial side of the subject. Our natural resources, with their influence upon national life and the importance of their proper conservation, are carefully studied.

An excellent electric lantern, with a collection of slides, is extensively used for illustrative purposes. Reference books, pictures,

maps, charts, models and instruments are constantly at hand for study.

III. Geology. — (Elective.) The course is designed to give a practical working knowledge of structural and historical geology. The previous work in physiography is extended and new lines are taken up.

The laboratory study of an extensive collection of rocks and fossils constitutes a large part of the work of the course. This is supplemented by geological trips into different parts of the State for practical application of the principles worked out in the laboratory.

Much reading is required, and maps, together with other apparatus, are prepared for teaching.

ASTRONOMY.

(ELECTIVE.)

Observations on the sun, moon, stars, planets, comets, meteors and nebulae, as a foundation for astronomical theory. Each student learns to recognize in the heavens at least twenty-five constellations, and to represent the same upon a planisphere. The mythology connected with the various configurations is noticed. Study is made of the terrestrial and celestial spheres in their relation to each other, of the heavenly bodies, and the astronomical theories of the varied phenomena of the universe. The method of bringing these fascinating astronomical facts to the attention of the children in the schools is considered. The practical value of astronomy in chronology, navigation, geodesy, surveying, exact time, and many other lines of study is emphasized. Students have the aid of a telescope with four-inch object glass.

HISTORY.

I. English History. — A brief study is made of the great movements in the development of English institutions, for the purpose of finding the foundations on which United States history is based, and for understanding the conditions that led to the settlement of America. It gives a setting for the historical stories, in the reading books, of great English characters.

II. American History. — The organization of American history into its great periods of development is made the basis of history teaching. In each period the students determine the problem to be

worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crises, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bearing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civic service on the part of each individual. The work is conducted in the library of history, to teach how to use a library. Use of lantern slides; preparation of maps and tables; use of pictures, and study of sources of history; practice in conducting drill exercises and discussions; arrangement of a graded course of study; how to use the text-book.

III. General History. — The purpose of the course is to trace, in a broad way, the development of Oriental, classic and Teutonic peoples, (1) for the cultural purpose of understanding the historical development of principles of government and of social institutions, (2) as a basis for the study of the history of education, (3) as a basis for teaching historical stories, (4) as supplementary knowledge to be used in the study of the geography of different countries.

VOCAL MUSIC.

1. Music as an art is the means of expressing and exciting thought and emotion. With this as the aim, the student is taught the proper use of his own voice and of the child voice, the importance of good enunciation and tone quality as a basis for the artistic rendering of songs. He has practice in teaching rote songs and in conducting class exercises both in individual singing and in chorus work. He is instructed in writing simple melodies as a further means of expression and as a means of acquiring additional material for future work in the way of exercises and rote songs. As much time as possible is given to ear training.

2. Music as a science is the knowledge of the properties and relations of tones. These properties,—force, length, pitch and timbre,—are taken up successively, first to study the single tone with regard to each property and to the modes of indicating or representing it, and second, to study tones in their relation to one another with respect to each of these properties.

3. One period a week is devoted to gaining knowledge of the works of some of the great masters by means of pianola and

Victor records, of the forms in which they wrote and to chorus practice. There are also weekly recitals out of school hours for all who wish to attend. An opportunity for practice in teaching music is given in connection with the work in the model school.

A *glee club* is organized for the ladies, and there is an orchestra for those who play upon instruments.

PRACTICAL ARTS.

Two parallel, correlated courses are offered: one in drawing and design, the other in handicrafts.

In the two years' course emphasis is placed upon simple, elementary processes, with direct relation to the ordinary schoolroom equipment. In the three and four years' courses more advanced forms of drawing, painting and constructive design are taught, with experience in working upon co-operative problems in connection with other school subjects and interests.

Elementary Course. — 1. *Drawing from Nature*, — with application to design for decorative purposes. Technical facility with the pencil and brush.

2. *Drawing from Objects*, — with application to picture making and to building scenes to illustrate stories, occupations and trades, — to develop the power to understand and appreciate pictures.

3. *Construction and Design*. — Application to cardboard and paper construction for sand-table projects; to knotting of cord and raffia; to weaving; to basketry; to elementary bookbinding, etc. Selections are made from a list of projects adapted to local requirements: (1) articles for individual school use; (2) articles for general school equipment; (3) illustration of subjects in the school curriculum; (4) gifts for the school or home; (5) objects of special interest to the children; (6) objects for school festivals or pageants.

The courses in woodwork include the care and use of tools, a knowledge of materials in the planning and working out of problems arising in the making of articles for individual or school purposes.

4. *Color Theory and Practice*. — Application in matching colors, in reproducing color effects, and in selecting colors for harmonious effects in decoration and design.

5. *Blackboard Sketching and Drawing*, — for illustrative and decorative purposes in the schoolroom.

Advanced Courses. — These courses are for the preparation of teachers for the upper grammar grades and for departmental teaching.

Minor Crafts, — including metal work, leather work, bookbinding, stencilling; domestic art and home decoration; advanced forms of drawing and painting; history of art.

Mechanical Drawing (for men), — with drafting room methods; advanced bench work and shop practice in making furniture, school appliances, etc.

The aim of both courses is, (1) to develop technical skill with tools; to give a practical knowledge of art, design and handwork in its simpler forms as adapted to teaching classes of children in the public schools; (2) to cultivate good taste and æsthetic appreciation of things beautiful and appropriate by giving the students opportunity to make choice of problems and materials, and by bringing them in contact with beautiful examples of works of art in loan exhibitions from the Boston Museum of Fine Arts. This history of art is introduced into the course in connection with the various subjects as they are studied.

PENMANSHIP.

Penmanship is taught for the purpose of developing a plain, practical style of writing. Students are required to submit their practice work to the supervisor for inspection, criticism and gradation.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. The seniors are also given blackboard practice, practice in counting, and in teaching lessons before their own classes. The seniors have abundant opportunity to observe the teaching done by the supervisor and the regular teacher in the model school. During the senior year the supervisor outlines a scheme for each grade.

PSYCHOLOGY AND PEDAGOGY.

1. *The educational study of man* to find the principles of education which underlie all true teaching, including the study of the structure, function and normal action of the human body as the instrument of the mind. The study of the mind in its threefold activity of thought, feeling and will, through observation of its activity in self and in other minds, and by hearing and reading the testimony of other observers of mind.
2. *The consideration of the educational study of subjects* to get the principles of the subject, and to find its pedagogical value.
3. *The analysis of the art of teaching*, to find definite directions for the practice of the art. The selection and arrangement of subject matter. The presentation of truth. The motives to study. Study by the pupils. Examination of pupils. Object and method of criticism. The teacher's daily preparation.
4. *The study of school organization* to find what it is to organize a school. The advantages of a good organization. Opening of the school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.
5. *The study of the principles of government* to find what government is; what school government is. The basis of the teacher's right to govern. The end of school government. The motives to be used in school government and the method of their application.
6. *The observation and practice of teaching* to see the aim, motive, method and product of teaching exemplified in the good school.
7. *The study of the teacher's personality* to find how to make himself most acceptable to those for whom and with whom he works.
8. *School laws of Massachusetts.*

HISTORY OF EDUCATION.

The purpose of these courses is to trace the great typical movements in educational development, as the basis of progress in educational theory and practice; to broaden the horizon of the teacher through an acquaintance with the work of a few great leaders in education; to emphasize the relation of the spirit and environment of a people to their elementary and higher education; to lay a foundation for future educational reading and discussion.

I. **Elementary Course.** — Development of education in Massachusetts, with special emphasis on the principles established. Brief treatment of the contributions of the great nations and prominent educational leaders to broaden the conception of the development of educational principles and methods. Problems of modern elementary education.

II. **Advanced Course.** — Thorough treatment of the subject, based on Monroe's *History of Education*, and on the use of library references.

TRAINING DEPARTMENT.

The purpose of the model school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It includes the kindergarten and the nine elementary grades of the public school of the center of the town. It has a principal and twelve regular teachers for training the students.

Course I. — *Observation* in the model school, to give familiarity with schoolroom conditions and methods. The students observe class exercises and discover their unity and purpose, and the steps in their development; they give attention to incidental training to learn how to establish right habits of activity; they discover in the details of schoolroom management how the control of a school is secured. The observation extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Course II. — *School hygiene*, to develop sensitiveness to physical conditions in the child and his environment. The course includes the hygiene of the schoolroom (lighting, heating, ventilation, etc.), and the personal hygiene of the child with special reference to physical abnormalities, *e.g.*, defective sight, hearing, voice, posture and fatigue. The material for study is obtained by observation in the grades, and by reading, experimentation and discussion.

Course III. — *Child study*, to give sympathy, and a general knowledge of children before beginning to teach them. The course includes: (1) directed observation of children; (2) teaching individual children; (3) reading and discussion, to find the value and methods of child study, the principles of general development, the characteristics common to children in the same stage of growth, individual variations resulting from heredity and arrested develop-

ment, and habit formation; (4) the course of study as an outcome of the knowledge of child development.

Course IV. — *Practice teaching.* After careful observation in a grade, the students serve as assistants, conduct class exercises, teach different subjects, and finally, when sufficient skill in school management has been attained, take charge of a class.

Course V. — Observation and practice in other schools in near-by towns and cities, for breadth of experience. Opportunity is given for substituting. An intensive study of pedagogical literature and of some one of the leading educational problems of the day is carried on by each student when not teaching.

Course VI. School Administration and School Supervision. — This course is offered to all the men of the school and to those women who are fitting for positions as principals and general supervisors. The work in school administration includes a study of the fundamental principles of school management, together with the methods and devices best adapted to promote self-control in the pupils. It furnishes opportunity to study some of the executive problems in the modern graded school, and to become acquainted with some of the leading methods of instruction, classification and promotion of pupils. The students are introduced to the duties of a principal in organizing his school, so as to promote the physical, mental and moral welfare of the pupils and increase the efficiency and helpfulness of the teachers; they are also given practice in the keeping of records, computing school statistics, making reports and ordering text-books and supplies. As prospective principals or superintendents, they make a careful study of such problems as are included in the location, construction and furnishing of a modern school building, with best methods of lighting, heating and ventilating the different types of school houses.

KINDERGARTEN-PRIMARY COURSE.

The work of this course divides into three groups, as follows:—

1. *Subjects in the Regular Course of Studies.* — Form study, arithmetic, physiology, English, nature study, vocal expression, vocal music, manual arts, gymnastics, general history, history of art, history of education, the educational study of man.

2. *Kindergarten Theory and Practice.* — This group includes Froebel's mother play, with collateral reading, to develop intelligent

sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life; the psychology and practical use of the gifts; Froebel's occupations and other handiwork adapted to little children; classification of songs, games and stories, with a study of their educational value and practice in their use; program work, including the adaptation of all material to children of different ages, and a comparative study of other programs; observation and practice in the kindergarten.

3. Primary Methods and their Application.—This includes observation in all grades of the model school; school hygiene and child study as outlined in the training department; a study of the pedagogical value of the elements of the culture subjects (nature study, history, literature, the fine arts), together with a study of the methods and material used in teaching them; a psychological and comparative study of the current methods of teaching reading, writing and number; teaching in grades I., II. and III. *The greater part of the practice teaching may be done in the primary or in the kindergarten grades, as the student elects.*

GENERAL INFORMATION.

Tuition is free to members of the school who are residents of Massachusetts. Students from other States than Massachusetts, attending normal schools supported by this State, must pay at the beginning of each half year session the sum of twenty-five dollars as tuition for instruction in the school.

School Expenses — The use of text-books in all the studies is free. Note books, writing materials, and outlines are purchased by the students. Drawing kits, materials used in the handicrafts, breakage, and all supplies which are carried away from the school are also paid for by the student. A gymnasium suit, provided at cost price, is required at the beginning of the course.

Pecuniary Aid.—The State makes an annual appropriation of four thousand dollars for the normal schools which is given to students from Massachusetts who are unable, without assistance, to meet all their expenses. This aid, however, is not given for the first half year of attendance, and it is not given to students from Bridge-

water. "Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid." Blank forms for application will be furnished near the end of each term.

A loan fund, at present amounting to over two thousand dollars, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The provisions for its use are prescribed by a financial committee of the faculty.

Self Government.—The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct.

Attendance.—1. Regular and punctual attendance is required of every member of the school. The advantages of the school freely offered by the State to the students are expensive, and the State has a claim upon the student for the faithful use of them. No student can afford to lose a single school day, unless it is absolutely necessary that he should do it.

2. Students must not make arrangements involving absence from any school exercise without previously obtaining permission. Students who are necessarily absent must make up the work. Students must return punctually after any recess or vacation.

3. When a student finds it necessary to withdraw from the school, he must return the books and other property of the school and receive regular dismission; otherwise, he must not expect to receive any endorsement from the school.

Graduation.—The statute laws of Massachusetts require that teachers in the public schools of the State shall be "persons of competent ability and good morals," and that they shall have the power to teach and govern the schools. The candidate for graduation from the State normal school must therefore fulfil the following requisites:—

1. He must have competent ability, as shown by his personality.
2. He must have good morals.
3. He must have passed satisfactorily the prescribed course of studies.
4. He must show the ability to teach and govern in his practice work.

Scholarships for Graduates.—There are four scholarships at Harvard University for the benefit of normal schools. The annual

value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition. The incumbents are originally appointed for one year, on the recommendation of the principal of the school. These appointments may be annually renewed on the recommendation of the faculty of the university. Credit for subjects in the *regular course* is given at Harvard, at Radcliffe, at Boston University and at Columbia.

Register of Graduates. — As complete a record as is possible is kept of the graduates, showing their scholarship, training and experience after graduation, together with such testimonials of their success in teaching as may be filed from time to time. Such data will be accessible to superintendents and school committees. This plan enables the school to be of assistance both to its graduates and to superintendents who are seeking good teachers. The graduates of the school are in quick demand. During recent years the majority of the graduating class have been engaged to teach before they graduated, by superintendents and school committees who came to the school to see their work. The graduates find places according to their ability and experience.

Visitors and Correspondence. — The school is always open to the public. Parents and friends of the students, school committees, superintendents, teachers, and any others who are interested in seeing its method and work, are cordially invited to come in at their convenience, and to introduce young persons of promise who may desire to avail themselves of its advantages.

Superintendents of the schools may help the schools under their supervision, and principals of high schools may help their own pupils, by encouraging those graduates of high schools who have the aptitude and fitness for the work, to attend the normal school and make special preparation for teaching.

RESIDENCE HALLS.

Mrs. IDA A. NEWELL, Dean.

Mrs. C. H. BIXBY, Matron.

Miss ROSE E. JUDGE, Resident Nurse.

WILLIAM S. GORDON, Engineer.

WILLIAM MOORE, Superintendent of Gymnasium and Grounds.

The State has erected and furnished pleasant and commodious halls, to accommodate teachers and students. The halls are under the charge of the principal and the dean.

Normal Hall includes the offices, reception and reading rooms, the dining room and residence rooms.

Tillinghast Hall, a fine brick building completed in August, 1896, contains thirty-seven residence rooms.

The New Dormitory for women, completed in September, 1911, contains ninety rooms.

In the assignment of rooms precedence is given to those who have been longest in the school. The assignment of rooms to students in the school is made just before the close of the spring term.

PAYMENTS.

The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry and service. The aim is to make these expenses not more than eighty dollars a term for women, and not more than eighty-five dollars a term for men. The sum of forty dollars is to be paid by each woman, and forty-two dollars and fifty cents by each man, at the beginning of the term, and the same amount at the end of ten weeks from the beginning of the term. The women take care of their own rooms. These rates are made on the basis of two students occupying one room, and do not include board during the recesses. An extra charge is made to students rooming alone and for board during vacations. A deduction of three dollars will be made for each full week's absence. No de-

TILLINGHAST HALL.

WOODWARD HALL.



ductions will be made for absence of less than a full consecutive week.

Payments are required to be strictly in advance, without the presentation of bills. The object of payment in advance is to secure the purchase of supplies at wholesale cash prices. *All school bills must be paid before a diploma is granted.*

The price of board for students attending the school for a period of less than ten weeks is four dollars and twenty-five cents a week.

Visitors can have good accommodations at five dollars per week, or, for a period of less than a week, at the following rates: breakfast, twenty cents; luncheon, twenty cents; dinner, thirty-five cents; lodging, twenty-five cents.

Checks should be made payable to the order of "State Normal School," and when sent by mail addressed to State Normal School, Bridgewater, Mass.

FURNISHINGS.

Each boarder is required to bring bedding, towels, napkins and napkin-ring, and clothes-bag. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name; initials are not sufficient.

Each room is supplied with furniture, including mattress and pillows, is heated by steam, lighted by electricity and thoroughly ventilated. The rooms are furnished with single beds.

The equipment needed for gymnasium work is as explained under Physical Training; arrangements for these articles must be made with the instructor in the department.

WHAT THE SCHOOL OFFERS.

It invites students to a plant costing \$650,000, in one of the pleasantest locations and having one of the best-equipped school buildings in the country.

Its grounds include six acres on which are located the school buildings and the dormitories, a beautiful campus of six acres, a fine chestnut grove of one-half acre, an athletic field of two acres, and a natural science garden of two acres.

It has eleven laboratories, scientific and industrial, furnished with modern appliances and superior collections of specimens for class use; also a natural science garden with a greenhouse.

It has a library of 11,500 volumes in the different departments.

It offers six courses of study, the product of seventy years of experience.

It has a practice school of nine grades and a kindergarten, with abundant opportunities for practice in the neighboring towns. Tuition and use of text-books are free.

It provides for good living at the minimum cost. It has three pleasant, commodious residence halls, furnished, heated by steam, lighted by electricity, and well ventilated. Rent of rooms and use of furniture are free. Board, including table board, heating, lighting, laundry, and service, is furnished at wholesale cost prices.

It offers pecuniary aid to students who are unable to meet their expenses and who stand well in their studies.

It has a first-class, modern gymnasium, and athletic fields.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

BnbH.
13.

The Commonwealth of Massachusetts



State Normal School Bridgewater

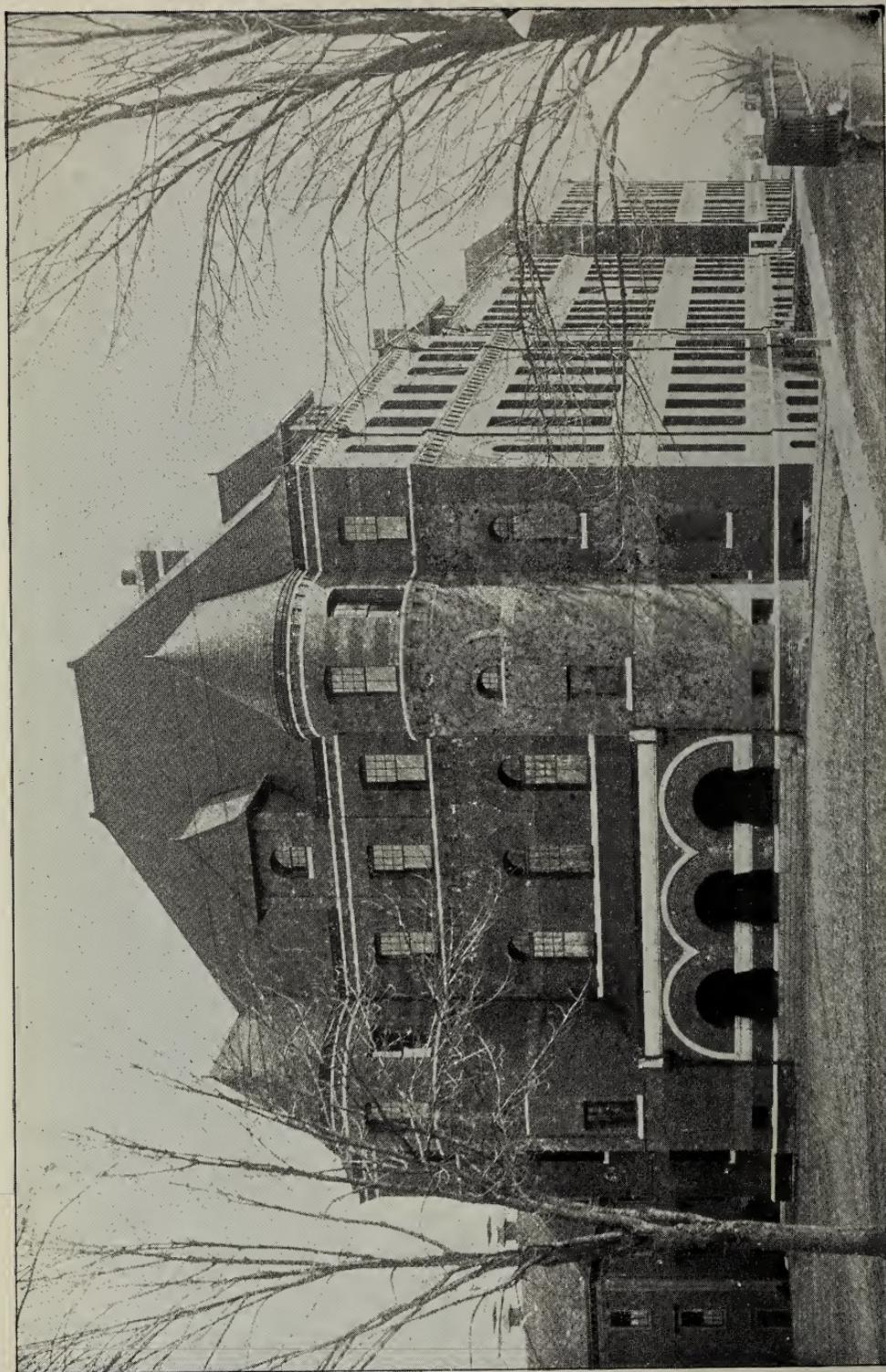


1912-1913

UNIVERSITY OF ILLINOIS

JUN 16 1913

PRESIDENT'S OFFICE



**BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS**

Established 1840



1913 UNIVERSITY OF ILLINOIS

JUN 18 1913

PRESIDENT'S OFFICE

BOSTON
WRIGHT AND POTTER PRINTING COMPANY, STATE PRINTERS
18 POST OFFICE SQUARE
1913

APPROVED BY
THE STATE BOARD OF PUBLICATION.

STATE BOARD OF EDUCATION.

Established in 1837, Reorganized in 1909.

| | TERM EXPIRES |
|--|--------------|
| FREDERICK P. FISH, <i>Chairman</i> , 84 State Street, Boston . . . | 1913. |
| SARAH LOUISE ARNOLD, 9 Crescent Avenue, Newton Center . . | 1915. |
| ELLA LYMAN CABOT, 190 Marlborough Street, Boston . . . | 1913. |
| SIMEON B. CHASE, Fall River | 1915. |
| LEVI L. CONANT, Worcester Polytechnic Institute, Worcester. | 1914. |
| THOMAS B. FITZPATRICK, 104 Kingston Street, Boston . . . | 1914. |
| FREDERICK W. HAMILTON, 15 Beacon Street, Boston . . . | 1913. |
| PAUL H. HANUS, Harvard University, Cambridge | 1914. |
| CLINTON Q. RICHMOND, North Adams | 1915. |

COMMISSIONER OF EDUCATION.

DAVID SNEDDEN.

Room 500, Ford Building, 15 Ashburton Place, Boston.

DEPUTY COMMISSIONER.

WILLIAM ORR, Room 500, Ford Building, Boston.

AGENTS.

| | |
|---|----------------------------------|
| JULIUS E. WARREN | 29 Tirrell Street, Worcester. |
| CHARLES R. ALLEN | Room 509, Ford Building, Boston. |
| RUFUS W. STIMSON | Room 511, Ford Building, Boston. |
| CLARENCE D. KINGSLEY | Room 500, Ford Building, Boston. |
| WALTER I. HAMILTON | Room 511, Ford Building, Boston. |
| EDWARD C. BALDWIN (<i>Business Agent</i>) | |

Room 500, Ford Building, Boston.

THE FACULTY AND OTHER OFFICERS.

ARTHUR C. BOYDEN, A.M., PRINCIPAL.

History, and History of Education.

ALBERT G. BOYDEN, A.M., PRINCIPAL EMERITUS.

Educational Psychology.

| | |
|----------------------------|--|
| FRANZ H. KIRMAYER, Ph.D. | Classics and Modern Languages. |
| WILLIAM D. JACKSON | Advanced Mathematics, Physics. |
| CHARLES P. SINNOTT, B.S. | Geography, Physiology. |
| HARLAN P. SHAW | Chemistry, Mineralogy. |
| FRANK E. GURNEY | Mathematics. |
| CHARLES E. DONER | Supervisor of Penmanship. |
| FREDERIC M. WILDER | Woodworking. |
| CLARA C. PRINCE | Vocal Music. |
| ANNE M. WELLS | Supervisor of Kindergarten-Primary Course. |
| ELIZABETH F. GORDON | Supervisor of Physical Training. |
| RUTH F. ATKINSON | Assistant in Physical Training. |
| ALICE E. DICKINSON | English. |
| FLORENCE I. DAVIS | Botany, Zoölogy, School Gardening. |
| ANNA W. BROWN ¹ | Reading and Vocal Expression. |
| ADELAIDE MOFFITT | Reading and Vocal Expression. |
| MABEL B. SOPER | Supervisor of Manual Arts. |
| BERTHA S. BADGER | Assistant in Drawing. |
| ETHEL M. FLOWER | Manual Training. |
| CORA A. NEWTON | Supervisor of Training. |
| EDITH W. MOSES | Literature. |

MODEL SCHOOL.

BRENELLE HUNT, PRINCIPAL, Grade IX.

| | |
|-------------------|----------------------------|
| ETHEL P. WHEELER | Grade IX. |
| MARTHA M. BURNELL | Grade VIII. |
| BERTHA S. DAVIS | Grade VII. |
| NELLIE M. BENNETT | Grade VI. |
| JENNIE BENNETT | Grade V. |
| BERTHA O. METCALF | Grade IV. |
| SARAH W. TURNER | Grade III. |
| NEVA I. LOCKWOOD | Grade II. |
| FLORA M. STUART | Grade I. |
| RUTH E. DAVIS | Grade I. |
| ANNE M. WELLS | Principal of Kindergarten. |
| FRANCES P. KEYES | Assistant in Kindergarten. |

| | |
|-----------------------|--|
| CHARLES H. BIXBY | Accountant and Clerical Assistant. |
| Mrs. IDA A. NEWELL | Dean of Residence Halls. |
| Mrs. CHARLES H. BIXBY | Matron. |
| Miss ROSE E. JUDGE | Resident Nurse. |
| THOMAS E. ANNIS | Chief Engineer. |
| WILLIAM MOORE | Superintendent of Gymnasium and Grounds. |

¹ On leave of absence.

[Figures in light face indicate no session.]

... 1913 ...

... 1914 ...

JANUARY.

JULY.

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CALENDAR.

1913.

Second Term Begins

Monday, January 27.

Spring Recess

Begins Friday night, March 14. Ends Monday night, March 24.

Graduation

Tuesday, June 17, 10 A.M.

First Entrance Examination

Thursday and Friday, June 19 and 20, at 8.30 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 2 and 3, at 8.30 A.M.

School Year Begins

Model School, Tuesday, September 2.

Normal School, Thursday, September 4, at 9.15 A.M.

Thanksgiving Recess

Begins Tuesday night, November 25. Ends Monday night, December 1.

Christmas Recess

Begins Friday night, December 19. Ends Monday night, December 29.

1914.

Second Term Begins

Monday, January 26.

Spring Recess

Begins Friday night, March 13. Ends Monday night, March 23.

Graduation

Tuesday, June 16, 10 A.M.

First Entrance Examination

Thursday and Friday, June 18 and 19, at 8.30 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 8 and 9, at 8.30 A.M.

School Year Begins

Model School, Tuesday, September 8.

Normal School, Thursday, September 10, at 9.15 A.M.

Thanksgiving Recess.

Begins Tuesday night, November 24. Ends Monday night, November 30.

Christmas Recess.

Begins Friday night, December 18. Ends Monday night, December 28.

Sessions are from 9 A.M. to 12 M., and 1.15 P.M. to 3.50 P.M. There are no sessions on Saturday.

The telephone call of the school is "8063;" the telephone call of the principal's residence is "2-2-2."

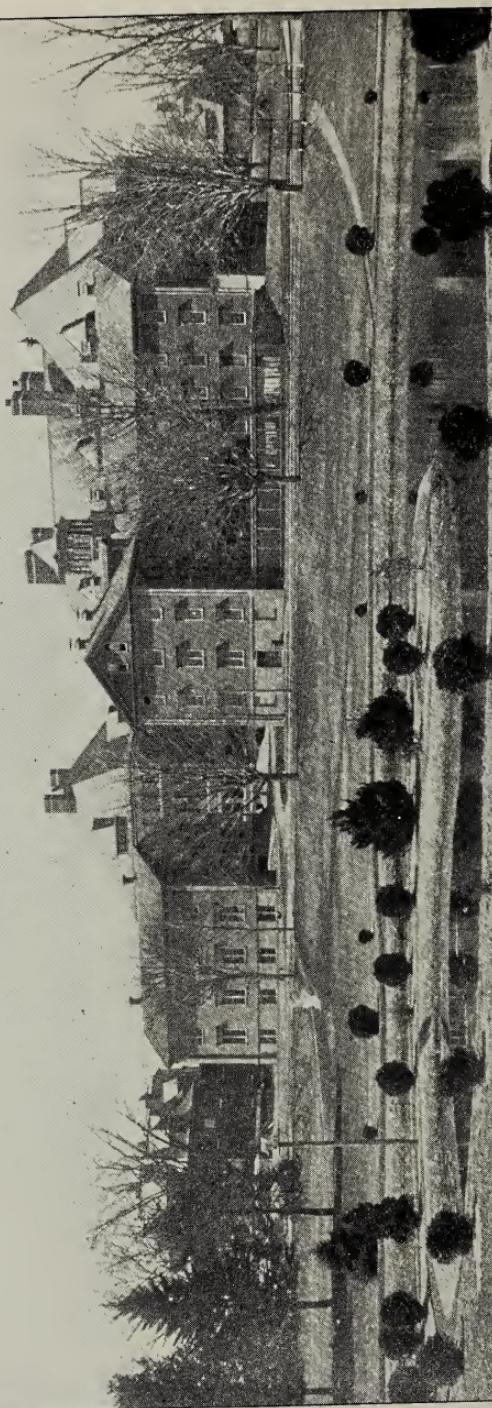
NORMAL SCHOOL BUILDING.

WOODWARD HALL.

NORMAL HALL.

TILLINGHAST HALL.

BOYDEN PARK



PRINCIPLES OF THE SCHOOL.

This school is one of the ten normal schools maintained by the Commonwealth of Massachusetts for the preparation of teachers for the public schools of the State. It is under the direct supervision of the State Board of Education.

The first aim of the school is to inspire its students with the professional spirit. It is of vital importance that the teacher should have a just appreciation of his work and that he should be imbued with the spirit of service.

Teaching is the subtle play of the teacher's life upon the life of the pupil, to cause him to *know* what he would not learn by himself, to *do* what he could not otherwise do, to *be* what, without aid, he would not become. The teacher's relation to his pupils is most intimate. His personal appearance and bearing at once attract or repel. His personal habits are a constant help or hindrance to the formation of good habits in them. His thinking gives tone and coloring to their thought. His taste has much influence in forming their tastes. His moral character impresses itself upon their moral natures. His spirit is imbibed by them. The unspoken, unconscious influence of the teacher, which gives tone, quality and power to all his instruction, enters so deeply into the life of his pupils that his life affects their young lives with the greatest power for good or evil. The normal student is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, and all the exercises of the school, from the point of view of the teacher.

The student teacher is led through the educational study of the subjects of the public school curriculum, that he may learn how to use each subject in the teaching process. The normal school is made professional, not by the exclusion of these subjects from its course, but by the inclusion of the educational study of them. All the subjects of the course are to be studied, not only in their direct bearing upon the process of teaching but also for the purpose of getting a broader view of their scope and meaning.

After the educational study of each subject in the course, to obtain command of its principles and ascertain its pedagogical value, the student enters upon a study of the development of the human mind and body to find the broader educational principles which underlie

all true teaching. The method of teaching is determined by these principles, and the student is to become so trained in their application that he will be able to rightly conduct the education of his pupils. This study is invaluable for its influence in expanding the thought, enlarging the views, elevating the aims, and strengthening the character of the student. It is followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education.

A practical study of children is made throughout the course. Opportunity is given for observation, under intelligent guidance, in all the grades of a good public school; and, after he has acquired a just conception of the nature and method of teaching and become sufficiently acquainted with children, the student has ample practice in teaching under such supervision as he may need.

ADMISSION OF STUDENTS.

APPLICATION FOR ADMISSION.

The size of the school has become such that only a limited number of students can be received each year. It is therefore advisable that application be made and certificates forwarded early in June. Examinations, as far as possible, should be taken in June.

Blank forms for application, carrying with them application for room in the residence halls when desired, will be furnished upon request. Certificate blanks are to be obtained by principals of high schools upon application to the principal of the normal school.

Correspondence in relation to admission should be addressed to the principal.

REQUIREMENTS FOR ADMISSION.

The following are the requirements for admission to the Massachusetts State normal schools as prescribed by the State Board of Education:—

I. Candidates for admission to a Massachusetts State normal school must have attained the age of seventeen years, if young men, and sixteen years, if young women; must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also submit

detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein, and such additional evidence of qualifications for the calling of a teacher as the Board of Education may require.

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, offer by examination or certificate satisfactory evidence of preparation in the following subjects for a total of 14 units. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects:—

| | | |
|--|-----------|---------------|
| (2) Algebra | | 1 unit. |
| (3) Geometry | | 1 unit. |
| (4) History | | 1 or 2 units. |
| (5) Latin | | 2 to 4 units. |
| (6) French | | 2 or 3 units. |
| (7) German | | 2 or 3 units. |
| (8) Drawing ¹ | | 1 unit. |
| (9) Physics | | 1 unit. |
| (10) Chemistry | | 1 unit. |
| (11) Biology, botany or zoölogy ¹ | | 1 unit. |
| (12) Physical geography ¹ | | 1 unit. |
| (13) Physiology and hygiene ¹ | | 1 unit. |
| (14) Stenography | | 1 or 2 units. |
| (15) Domestic science or manual training | | 1 unit. |
| (16) Commercial geography ¹ | | 1 unit. |
| (17) Arithmetic ¹ | | 1 unit. |
| (18) Bookkeeping | | 1 unit. |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

¹ Half units in these subjects will also be accepted.

C. *Additional Subjects.* — At least 4 units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification, may count towards these 4 units.

III. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he secures by examination or certification a total of at least 5 of the 10 units required. Examinations cannot be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any subjects under "A" and "B" in which the applicant has a record of B, or 80 per cent., in the last year in which such subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B." In addition to units granted by certification candidates must present credentials for subjects under "C."

VI. *Admission as Special Students.* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may

be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one-year course without examination or other requirements.

VII. *Admission to Special Courses.* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

SCHEDULE OF EXAMINATIONS.

Thursday, June 19.

| <i>Morning.</i> | | <i>Afternoon.</i> |
|-----------------|---------------|---|
| 8.30– 8.45. | Registration. | 1.30–2.30. |
| 8.45–10.30. | English. | 2.30–4.00. |
| 10.30–11.30. | History. | 4.00–5.00. |
| 11.30–12.30. | Algebra. | Domestic science or manual training. |

Friday, June 20.

| <i>Morning.</i> | | <i>Afternoon.</i> |
|-----------------|---|--------------------------------|
| 8.15– 8.30. | Registration. | 1.30–2.30. |
| 8.30– 9.30. | Drawing, stenog- raphy. | 2.30–3.30. |
| 9.30–11.00. | French, German. | 3.30–4.30. |
| 11.00–12.00. | Physical geography, commercial geog- raphy. | Biology, botany, zoöl- ogy. |

Tuesday, September 2.

| <i>Morning.</i> | | <i>Afternoon.</i> |
|-----------------|---------------|---|
| 8.30– 8.45. | Registration. | 1.30–2.30. |
| 8.45–10.30. | English. | 2.30–4.00. |
| 10.30–11.30. | History. | 4.00–5.00. |
| 11.30–12.30. | Algebra. | Domestic science or manual training. |

Wednesday, September 3.

| <i>Morning.</i> | | <i>Afternoon.</i> |
|-----------------|---|--------------------------------|
| 8.15– 8.30. | Registration. | 1.30–2.30. |
| 8.30– 9.30. | Drawing, stenog- raphy. | 2.30–3.30. |
| 9.30–11.00. | French, German. | 3.30–4.30. |
| 11.00–12.00. | Physical geography, commercial geog- raphy. | Biology, botany, zoöl- ogy. |

Physical Examination. — Dr. Isabel Weston, the school physician, will be at the gymnasium on June 19 and Sept. 2, 1913, at 10 o'clock A.M. to examine, without expense to the candidate, all women candidates for admission to the school.

COURSES OF STUDY.

ELEMENTARY COURSES.

Two-year Course. — The elementary course of two years is designed primarily for those who aim to teach in the public schools in grades below the seventh, although students intending to teach in the upper grammar grades are permitted to enter this course. The course includes: —

I. The study of the educational values of the following subjects and of the principles and methods of teaching them: —

(a) *English.* — Reading, language (oral and written composition), grammar, English and American literature.

(b) *Mathematics.* — Form study, arithmetic.

(c) *History.* — Biographical stories, American history.

(d) *Science.* — Practical science, nature study, physiography, geography, gardening, physiology and hygiene.

(e) Manual arts, vocal music, penmanship, physical training.

II. (a) The study of man — body and mind — with reference to the principles of education; the application of these principles in school organization and school government and in the art of teaching; the school laws of Massachusetts.

(b) History of modern education.

(c) Observation and practice in the model school. Six weeks of apprentice teaching.

FIRST YEAR.

| First Term, Junior 1. | Periods per Week. | Second Term, Junior 2. | Periods per Week. |
|-----------------------------|-------------------|-------------------------|-------------------|
| English I. | 2 | English II. | . 4 |
| Reading | 2 | Reading | . 2 |
| Vocal music | 5 | Arithmetic | . 5 |
| Form study | 4 | Nature study | . 2 |
| Practical science | 5 | Physiology | . 3 |
| Manual arts | 4 | Manual arts | . 4 |
| Gymnastics | 2 | Model school I. | . 2 |
| Penmanship | 1 | Gymnastics | . 2 |
| | | Penmanship | 1 |

SECOND YEAR.

| Third Term, Senior 1. | Periods per Week. | Fourth Term, Senior 2. | Periods per Week. |
|----------------------------|-------------------|--------------------------------------|-------------------|
| English III. | 3 | English IV. (half term) | 5 |
| Reading | 2 | Nature study | 3 |
| Penmanship | 1 | Geography (half term) | 5 |
| Nature study | 3 | History of education I. | 1 |
| Geography | 4 | Penmanship | 1 |
| History | 4 | Gymnastics | 2 |
| Manual arts | 4 | Psychology, school laws | 10 |
| Gymnastics | 2 | <i>Teaching alternate ten weeks.</i> | |
| Model school II. | 2 | | |
| <i>Teaching six weeks.</i> | | | |

Kindergarten-primary Course.—This course requires three years for its completion and is designed for those who desire to equip themselves more fully for teaching little children. It trains teachers to work in the kindergarten with due regard to the succeeding years of the child's development, and in the primary grades with a proper use of kindergarten methods. The demand for such teachers is in excess of the supply. The course includes:—

(a) *Subjects in the Two-year Course of Studies.*—Form study, arithmetic, physiology, English, nature study, vocal expression, vocal music, manual arts, gymnastics, history, history of education and the educational study of man.

(b) *Kindergarten Theory and Practice.*—This group includes Froebel's mother play, with collateral reading to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life; occupations and other handiwork adapted to little children; classification of songs, games and stories, with study of their educational value and practice in their use; program work, including the adaptation of all material to children of different ages; observation and practice in the kindergarten.

(c) *Primary Methods and their Application.*—This group includes observation in all grades of the model school; school hygiene and child study as outlined in the training department; methods and materials used in teaching reading, writing, number, nature study, music and manual arts; teaching in the first three grades of the model school and one-half year of apprentice teaching.

FIRST YEAR.

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|-----------------------------|-------------------|---------------------------------------|-------------------|
| English I. | 2 | English III. | 3 |
| Reading | 2 | Reading | 2 |
| Practical science | 5 | Arithmetic | 3 |
| Form study | 5 | Physiology | 2 |
| Vocal music | 4 | Manual arts | 4 |
| Manual arts | 4 | Gymnastics | 2 |
| Gymnastics | 2 | Penmanship | 1 |
| Penmanship | 1 | Kindergarten theory | 3 |
| | | Observation in model school | 3 |

SECOND YEAR.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|---------------------------------------|-------------------|-------------------------------|-------------------|
| Reading | 2 | Nature study | 3 |
| Manual arts | 4 | Manual arts | 4 |
| Gymnastics | 2 | Gymnastics | 2 |
| Educational psychology | 10 | Penmanship | 1 |
| Observation in kindergarten | 2 | Kindergarten theory | 5 |
| Kindergarten theory | 4 | Teaching | 10 |
| Penmanship | 1 | | |

THIRD YEAR.

| Fifth Term. | Periods per Week. | Sixth Term. |
|--------------------------------|-------------------|----------------------|
| History of education | 4 | Apprentice teaching. |
| Kindergarten theory | 6 | |
| Primary methods | 5 | |
| Teaching | 10 | |

ADVANCED COURSES.

Three-year Course. — This course is intended for those who aim to teach in the upper grades of grammar schools. The first year corresponds, for the most part, to the first year of the two-year course, definite differentiation taking place at the beginning of the second year. Work in addition to that of the two-year course is taken in the following subjects: —

- (a) *English.* — Advanced literature, reading for upper grades.
- (b) *Mathematics.* — Constructive geometry, business arithmetic.
- (c) *History.* — English history as a basis for American history; general history, and the history of education.
- (d) *Science.* — Advanced nature study, applied physics and chemistry.

(e) *Manual Arts.* — Drawing and minor crafts.

(f) Methods in grammar grades. One-half year of apprentice teaching.

FIRST YEAR.

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|-------------|-------------------|--------------|-------------------|
| English I. | 3 | Botany I. | 4 |
| Reading | 2 | Algebra | 4 |
| Zoölogy I. | 4 | Physics II. | 4 |
| Geometry | 4 | Vocal music | 4 |
| Chemistry | 5 | Mineralogy | 4 |
| Manual arts | 4 | Manual arts | 4 |
| Gymnastics | 2 | Gymnastics | 2 |
| Penmanship | 1 | | |

SECOND YEAR.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|-----------------|-------------------|------------------------|-------------------|
| English II. | 4 | English III. | 3 |
| Reading | 2 | Business arithmetic | 2 |
| Arithmetic | 5 | Physiology (half term) | 5 |
| Physiography | 4 | Geography (half term) | 5 |
| Manual arts | 4 | History I., II. | 5 |
| Gymnastics | 2 | Manual arts | 4 |
| Model school I. | 2 | Gymnastics | 2 |

THIRD YEAR. — CLASS B.

| Fifth Term. | Periods per Week. | Sixth Term. |
|------------------------|-------------------|---|
| English IV. | 4 | Apprentice teaching in neighboring towns. |
| Advanced reading | 2 | |
| Educational psychology | 10 | |
| History of education | 2 | |
| Model school II., III. | 2 | |
| Teaching | 2 | |
| Gymnastics | 2 | |

Four-year Course. — The course is designed primarily for those who desire to prepare for departmental teaching or for principalships in grammar schools. It is also recommended for those who intend to supplement their normal school training by work in college. Credit has been allowed for the advanced work of this course at Harvard, Radcliffe, Boston University, Columbia and other colleges.

Harvard University has four scholarships for the benefit of graduates of the normal schools. The annual value of each of these scholarships is \$150, the price of tuition. The beneficiaries are appointed for one year on the recommendation of the principal of the normal school,

and the appointments may be renewed annually on the recommendation of the faculty of the university.

In addition to the required work of the three-year course, this course offers a fourth year of elective studies in the following subjects:—

I. English, mathematics, industrial physics, economic chemistry, advanced nature study and gardening; geology as applied in the study of geography; manual arts, history of art, and the modern languages.

II. School administration, educational literature, and an intensive study of some of the leading educational problems.

FIRST YEAR.

[NOTE.—Electives are in italic; minimum, — twenty periods a week.]

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|-------------|-------------------|--------------|-------------------|
| English I. | 3 | Reading | 2 |
| Reading | 2 | Botany | 2 |
| Zoölogy | 4 | Physics | 4 |
| Geometry | 5 | Vocal music | 5 |
| Chemistry | 5 | Mineralogy | 2 |
| Manual arts | 4 | Manual arts | 4 |
| Gymnastics | 2 | Gymnastics | 2 |

SECOND YEAR.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|-----------------|-------------------|------------------------|-------------------|
| English II. | 4 | English III. | 3 |
| Reading | 2 | Business arithmetic | 2 |
| Arithmetic | 5 | Physiology (half term) | 5 |
| Physiography | 4 | Geography (half term) | 5 |
| Manual arts | 2 | History I., II. | 5 |
| Gymnastics | 2 | Manual arts | 4 |
| Model school I. | 2 | Gymnastics | 2 |

THIRD YEAR.

| Fifth Term. | Periods per Week. | Sixth Term. | Periods per Week. |
|-----------------------|-------------------|------------------------|-------------------|
| English IV. | 4 | German | 5 |
| Reading | 2 | Advanced mathematics | 5 |
| Latin | 4 | Literature | 5 |
| German | 5 | Chemistry II. and III. | 10 |
| Geometry, algebra | 4 | Advanced nature study | 4 |
| Physics III. | 5 | History III. | 4 |
| Advanced Nature Study | 3 | Manual arts | 4 |
| Gymnastics | 2 | Gymnastics | 2 |
| Model school II. | 2 | Model school III. | 2 |

FOURTH YEAR.—CLASS A.

| Seventh Term. | Periods per Week. | Eighth Term. |
|-----------------------------------|----------------------|--|
| Gymnastics | 2 | Apprentice teaching in neighboring cities and towns. |
| Educational psychology | 10 | |
| History of education | 2 | |
| Model school, IV. women | 10 | |
| Model school, VI. men | | |

CONDITIONS FOR GRADUATION.

Diplomas designating the course taken are granted for each of the above courses. The statute laws of Massachusetts require that teachers in the public schools of the State shall be "persons of competent ability and good morals," and that they shall have the power to teach and govern the schools. Before a diploma is granted, therefore, these conditions must be met to a satisfactory degree.

SPECIAL COURSES.

Candidates for these courses are not required to take the entrance examinations.

I. Teachers of three years' experience who bring satisfactory testimonials regarding their work and their character, may select a course approved by the principal. The course may be adapted to preparation for teaching in primary or grammar grades, or for departmental teaching. A certificate is given upon the completion of a course of one year; for a two-year course a diploma is granted. A minimum of twenty periods per week is required.

Required Subjects.—(1) Principles of education, the art of teaching, school organization, school government, school laws of Massachusetts. (2) History of education. (3) Child study, observation and a limited amount of teaching.

Elective Subjects.—The principles and method of teaching any of the subjects of the elementary or advanced courses.

II. Graduates of normal schools may select a postgraduate course of one or two years, which shall include the principles of education.

III. College graduates may select a course of one year, for which a diploma will be granted upon its completion. A minimum of twenty periods per week is required.

Required Subjects. — (1) Principles of education, the art of teaching, school organization, school government, school laws of Massachusetts. (2) History of education. (3) Observation, either in the model school or in a large high school; practice in teaching.

Elective Subjects. — The principles and method of teaching any of the subjects of the different courses.

TRAINING DEPARTMENT.

The work of this department is carried on in connection with the model school. The purpose of the model school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It is one of the public schools of the town and includes a kindergarten and nine elementary grades. It has a principal and twelve regular teachers, under whose direction the normal students observe and practice.

Course I. — Observation in the model school, to give familiarity with schoolroom conditions and methods. The students observe class exercises to discover their unity and purpose and the steps in their development; they give attention to incidental training to learn how to establish right habits of activity; they discover in the details of schoolroom management how control of a school is secured. The observation extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Course II. — This course is correlated with Courses I., III. and IV. It includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching the subjects of courses of study for primary and grammar grades; some research work related to educational problems of the day and to pedagogical literature.

Course III. — *Practice Teaching.* After careful observation the students serve during a period of ten weeks as assistants in at least two grades. They study and teach individual children, organize the material for teaching in five or more subjects, and conduct class exercises.

Course IV. — Observation and practice teaching in the schools in near-by towns and cities, for breadth of experience in teaching and in discipline. Opportunity is given for substituting. These schools represent all conditions, from the rural school to the fully equipped graded city school.

Course V. — School Administration (Advanced Course). This course is offered to all the men of the school and to those women who are fitting for positions as principals and general supervisors. The work in school administration includes a study of the fundamental principles of school management, together with the methods and devices best adapted to promote self-control in the pupils. It furnishes opportunity to study some of the executive problems in the modern graded school, and to become acquainted with some of the leading methods of instruction, classification and promotion of pupils. The students are introduced to the duties of a principal in organizing his school so as to promote the physical, mental and moral welfare of the pupils and increase the efficiency and helpfulness of the teachers; they are also given practice in the keeping of records, computing school statistics, making reports and ordering textbooks and supplies. As prospective principals or superintendents, they make a careful study of such problems as are included in the location, construction and furnishing of a modern school building, with best methods of lighting, heating and ventilating the different types of schoolhouses.

DEPARTMENTS OF INSTRUCTION.

The work in all the departments is based on the following essentials for successful teaching:—

1. A professional attitude toward the subjects to be used in teaching. A new point of view has to be established: the subjects are worked out as instruments of instruction for children. There are three sets of subjects in the courses: (a) the curriculum subjects, which include the material used directly in the teaching of the grades; (b) the contributory or cultural subjects, on which the elementary subjects are based and toward which they are tending, and the material to be used indirectly in the teaching; (c) the study of pedagogy and the history of education, for the purpose of organizing the principles of

education and methods of instruction into definite form, as a guide to the professional work and study of the teacher. The study of pedagogy includes child study and school hygiene in connection with the observation and practice.

2. A background of knowledge of the essential truths of the subject to be taught. This implies a careful selection of the essential facts in the different subjects from the point of view of the teacher. The educational value of this material is emphasized.

3. A very careful development of the work to be done in the grades, including the choice of material and the *method of teaching* from the point of view of the development of the children and in accordance with their experiences. The general method is given by the instructors in the normal school in connection with the class work; the detailed method in each grade is given by the supervisor of training and by the critic teachers in connection with the practice work.

ENGLISH LANGUAGE.

English I. — *Language.* The elementary facts of language are organized from the teacher's standpoint: (a) the language of action, considered with reference to life and conduct in the schoolroom, in the street and in the social relations; (b) conventional language,—sign, oral and written,—with the special uses of each variety and something of its history.

The course aims to secure the correct use of oral and written English by means of:—

1. *Oral presentations* of subjects of general interest to the class, to cultivate class sympathy, self-confidence and the ability to organize subject-matter; also to reveal unconscious habits of speech which need to be improved.

2. *Written themes*, chiefly to develop that power of clear exposition which is essential to the teacher.

3. *Note-taking*, with insistence upon accuracy and good form.

4. *Correction* of themes and other written matter by students, in preparation for similar work to be done later in the model school.

5. Analysis of the spoken word, to discover elementary sounds, syllabication and accent, with their bearing upon correct *pronunciation*; analysis of the written word, to discover relations between sound and symbol and their bearing upon correct *spelling*, oral and written; application of these analyses to the teaching of children.

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6. Etymology treated as a key to the meaning of new words.
 7. Co-operation with other departments in teaching the special vocabulary of each department.

English II. — *Grammar.* The facts of sentence construction organized: —

1. To teach recognition of the sentence as a unit of speech.
2. To discover the principles underlying the present-day use of word-forms as these occur in well-composed sentences.
3. To evolve a terminology adapted to the needs of young pupils and based upon the present condition of the English language.
4. To establish standards which shall rationalize the speech of the student and his pupils.
5. To work out with the students a good method for children.

LITERATURE.

English III. — This course has two aims, — the literary culture of the teacher and direct preparation for teaching English in the grades. It includes (a) a wide range of reading, especially of American and English literature, with careful study of a few selected works for the purpose of developing appreciation of a piece of good English; (b) elementary composition, oral and written, with themes relating to literature; (c) a study of Greek and Norse myths, for familiarity with many myths, for consideration of their origin, meaning and value, and for discussion of their treatment in the grades.

English IV. (*Advanced Course*). — *American Literature.* A general study of American literature as a record of the thoughts, feelings and imagination of the American people.

This course aims (a) to acquaint the student with literary expression called forth by events of the colonial, revolutionary, and national periods; (b) to furnish the prospective teacher with literature that may be used in teaching American history.

English V. (*Advanced Course*). — (a) Study of the history of the English language as it has been affected by the political, social and industrial life of the people, as a help to the more effective teaching of the language; (b) Study of typical selections of narrative, emotional and reflective poetry and essays.

READING.

The department of expression aims: (a) to develop the student's love and appreciation of literature, and to make these the vital basis of the art of reading; (b) to prepare directly for teaching reading in the different grades of schools.

From the point of view of professional literature the students (a) are led to read widely in the literature of childhood; (b) are taught to interpret orally the "literature of power" with some degree of personal mastery; (c) are trained in the use of voice and body.

From the point of view of the content and method of teaching reading in the elementary grades the course includes:—

1. *Phonics* — with application to work in the different grades.
 2. *Literature* taught in connection with the analysis and oral rendering of selections from the poetry and prose commonly found in public school courses in literature and reading; story telling, based on the rendering of fables, fairy tales, folk tales, cumulative stories, myths and legends, biographical and historical stories; literature for special occasions; children's plays.
 3. *Methods of illustrating literature*, — dramatization; paper cutting; use of crayons, brush and ink, and water colors.
 4. *Use of pictures* in connection with the reading lesson, — prints, blackboard sketching, illustrations in books.
 5. *General reading* of recreational and informational literature. How to interest children in general reading and establish in them the reading habit.
 6. *Sight reading*, oral and silent. Value, material to be used, how conducted. Reading to children; memory selections.
 7. *Seat work* — purpose and method.
 8. *Textbooks* in reading; points for judging them; discussion of the leading methods in use for teaching reading.
 9. *Hygiene* of reading. (a) Reading fatigue; (b) speech defects; (c) backwardness in speech.
 10. *Simple technique* of children's reading.
- A dramatic club is organized for the young women of the school. The following courses are offered to the men:—
1. Extemporaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body; declamation.

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2. Study of the principles of debating and public speaking; preparation and delivery of short addresses on original topics; preparation of briefs; practice in debating, individually and in teams.
 3. Methods of teaching reading in the public schools.

MATHEMATICS.

Arithmetic. — 1. Historical view of the development of arithmetic considered as a basis for the discrimination of essential subject-matter to be taught and a logical order of teaching.

2. Fundamental ideas governing the teaching of arithmetic: knowledge of the subject should grow out of practical experience; the importance of visualizing as an aid to the study of relations; the importance of drill in order to form correct habits; the power of its use to be developed by letting pupils discover for themselves.

3. The psychology of number: the definition, "Number is a rational process, not a sense fact," considered as a basis of methods of teaching.

4. Detailed study of the following topics: —

(a) "Number work" in the lower grades.

(b) Formal study of notation and the processes.

(c) Units of measure, — simple work for the lower grades; mensuration.

(d) Fractions, — the unit, common and decimal fractions; percentage and its application.

5. Problems.

Business Arithmetic (Advanced Courses). — The principal topics considered are the exchange of property, accounts, commercial papers, business forms and bookkeeping. They are taken up as applications of the fundamental principles of arithmetic.

The following subjects are discussed with the idea of making the prospective teacher somewhat familiar with financial affairs: the care and use of money; the advantages of possessing capital; the relation of the individual to the system of banks and the use of negotiable paper; the advantages and disadvantages of the various methods of investing savings; the relation of the individual to the insurance system; the essential principles of business law.

Geometry I. or Form Study. — The object of the course is to give the teacher an organized knowledge of the essential facts about

form, and to develop an appreciation of the part played by form in art and in practical life. The course includes:—

1. Observation and definitions of forms, occurrence of geometric forms in nature and in architecture.
2. Inductive observational work with practical applications, including field exercises. Construction: (1) with ruler, square and protractor; (2) with ruler and compasses.
3. Mensuration for areas and volumes, — working formulæ derived and applied.

Geometry II. (Elective). — Original demonstrations in solid geometry. Applications of these geometrical principles in common life and in industries. Problems based on the applications.

Trigonometry (Elective). — Plane, with applications in finding distances and areas; use of the transit. Spherical, with applications, as in finding great circle distances, and in calculating length of days and times of sunrise and sunset.

Algebra I. (Elective). — The subject is analyzed to show what it includes, and to determine its pedagogical value. Literal notation, negative numbers, and the use of the numerical processes in simple equations are reviewed for the purpose of determining the principles of the subject. The practical value of algebra is emphasized in solving problems from arithmetic, geography, physics and other subjects in the curriculum. The method of teaching elementary algebra as an extension of arithmetic is carefully considered.

Algebra II. (Elective). — Advanced topics are taken up for the purpose of getting a thorough grasp of the mathematical applications of the subject.

PHYSICAL SCIENCE.

Physics I. — The work is based on the belief that, while very few of the students may ever teach physics as such, every teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in other subjects, as in geography, physiology and nature study. The teacher should also be able to help children to a clear understanding of the allusions met in their reading; should know something of the construction and operation of common instruments in which children are interested in the schoolroom and in the home, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse.

The *aim* is to present in a systematic way as many of the truths most likely to be needed as time will allow, deriving these truths, in large measure, from the familiar experiences of common life; and to lead the students to see how the truths thus derived are related in other ways to their own lives and the lives of their pupils.

Some of the *topics considered* are,—the production of dew, fog, clouds, rain, frost and snow; ocean and atmospheric currents, land and sea breezes; capillary action; diffusion of liquids; osmose; floating of ice; tides; twilight; eclipses; use of compass; evaporation, absorption, solution; why a balloon rises; shining of the moon; echoes; shadows; the rainbow; pump, siphon; thermometer, barometer; sewing machine; piano, violin and other musical instruments; electric bell; steam engine; reflection and refraction of light; modes of transfer of heat, kinds of heating apparatus, production of draughts.

Physics II. (*Advanced Courses*).—Laboratory practice on the mechanics of solids and liquids. Special emphasis is placed on the subjects which are directly connected with the student's own experiences, with the needs of the prospective teacher, and with the activities of the community. The aim is to make as close connection as possible between the work of the laboratory and classroom and the other interests in life.

Physics III. (*Elective after Physics II.*).—Experimental work in sound, heat, light, magnetism and electricity, giving a wider range of laboratory methods, more power in the successful use of apparatus, and a broader knowledge of physics as a science. Laying out of subjects by the students. Collateral reading and acquaintance with some of the best books on the subject.

Chemistry I. (*Elementary*).—Practical study of those truths of chemistry which will acquaint the students with the important facts of their chemical environment and show how this knowledge can be used in the school subjects and in practical life. Emphasis is laid upon applications to home activities, agriculture and manufacturing.

1. Some chemical operations needed for the interpretation of nature and human industries. Making solutions, crystals and chemical precipitates; filtering, distilling, sublimating and fusing.

2. *Chemistry of Air.*—Uses of oxygen, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; properties and uses of nitrogen, with emphasis on its use in natural and artificial fertilizers and explosives; preparation, properties

and uses of carbon dioxide, to understand the relation of plants to animals, the need of ventilation, and some of the changes in minerals.

3. *Flame and Fuel.* — Structure, products and order of combustion in a typical flame; how to start, control and extinguish fire; uses of a chimney; ventilation; characteristics of a good fuel.

4. *Study of Water.* — Physical and chemical properties of water, to appreciate its many uses; simple tests for the purity of drinking water; location, curbing protection, and ventilation of wells and springs; occurrence of water in minerals and organic bodies.

5. *Acids and Alkalies.* — Their relation to each other; application to gardening and industries.

6. *Metals.* — Study of typical specimens to find their properties; consideration of their uses and their relation to acids; tests for poisonous metals in solution; alloys.

7. Simple study of starch and gluten, and the chemistry of bread making.

Chemistry II. (Elective). — *Economic Chemistry.* Instruction in the chemical conditions for good health, human efficiency and progress, and how to secure these conditions for the individual and for the community. Laboratory and class study of what we breathe; what we drink and use for cleansing; what we use for fuels and illuminants; foods and food values; adulterants and methods of detecting them; bleaching, dyeing and care of textiles; observation and assistance in the domestic science class of the model school.

Chemistry III. (Elective). — *Chemical Analysis.* Method of analyzing common substances; analysis of minerals and compounds of metals; water analysis; milk analysis; soil analysis.

NATURE STUDIES.

Common Minerals and Rocks. — As very few students come with even the slightest acquaintance with this subject, the course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to gravel hill, clay pit, ledge, quarry, foundry and mill. It includes: —

1. The practical study of a few common minerals, building stones, and typical kinds of soil, with constant applications to the study of geography and to the industries.

2. Some effects of heat and chemicals upon minerals, with reference

to the industries, such as the smelting of ores and the making and using of lime and mortar, land plaster and plaster of paris.

3. *Decay of Minerals.* — Simple study of specimens in all stages of change. Consideration of the agents and forces operating to crack, split, crumble, erode, weather and transform minerals; also the action of wind, moving water and ice in transporting, sorting and depositing the products of the change.

4. *Soils.* — Mineral and other constituents of soil; texture in relation to agriculture; how soils deteriorate and how to prevent deterioration; how to improve soil.

Common Plants and Animals. — The topics are arranged according to the season, and are studied with constant use of the science garden and greenhouse.

1. *Growth and Metamorphosis of Insects.* — Eggs and larvæ are collected; a simple vivarium is prepared for the larvæ, fresh food is supplied daily, and a careful record is kept of all the changes.

2. *Injurious and Helpful Insects.* — Following the original investigation, students begin to gain acquaintance with the insects of the garden. They study the form, habits and means of combating the plant louse, click beetle, cutworm, dragonfly, grasshopper, bee, mosquito and fly. They search the records to learn the following facts about each: (1) in what stages of development the insect is harmful or helpful; (2) at what date measures should be taken to check them; (3) what is their mode of escape; (4) where does metamorphosis take place.

3. *Flowers and Fruits.* — The flower, its parts and their function; cross or self-pollination; fertilization; seed formation; the creation of new varieties of plants. From their collection of fruits the pupils discover (1) the function of the fruit; (2) the agents of distribution; (3) the conditions which determine the agent of distribution.

4. *Common Trees.* — The approach to the knowledge of trees is by the leaf. This is followed by work out of doors on the outline of the tree and the character of the bark and winter bud. Lumber value, duration and distribution of the important trees. Preservation of forests.

5. *Animal Lessons.* — The typical animals of the locality are made the basis of observation and reading to determine their activities, adaptive structures and relations to man.

6. *Nonflowering Plants.* — Simple acquaintance with the common forms met with in the locality, — fungi, lichens, mosses and ferns.

The means of distinguishing; adaptation to locality; economic use or injury.

7. *Bird Study.* — Identification, habits, songs, and relation to successful agriculture. The class learns to recognize the common birds of the vicinity; then their feeding and nesting habits are learned. The class determines whether the bird merits protection or destruction. This leads to sympathy with laws for bird protection and is far-reaching in its influence.

Indoor work with the birds is supplemented by early morning walks with the teacher. Groups of students with bird-glasses furnished by the school, go to the woods and there associate song and behavior with form and color already studied.

8. *The Seed.* — Function of its parts; germination.

9. *Plant Study.* — Experimental study of functions of leaf, stem and root. Habits of growth which determine survival.

SCHOOL GARDENING.

Elementary. — Each student applies this study by cultivating a flower and vegetable garden. Seeds are tested; plans are arranged for each garden; soil is prepared for seeds; and the plot is cultivated for its special purpose. A number of students also work in co-operation on plots designed for decorative or other special purposes and direct groups of children in planting these gardens.

Elective. — Propagation of plants for the garden and grounds from seeds, bulbs and cuttings; grafting of fruit trees for the nursery and home orchards; experience in trimming shrubs and trees; experiments on plants for a more thorough understanding of plant processes; raising of special crops under a variety of conditions. Life histories of useful and injurious insects worked out in garden and greenhouse. Methods of spraying.

ORGANIZED NATURAL HISTORY.

Botany (Advanced Courses). — Study of plant forms from the simpler to the more complex types; power of adaptability of each type; experiments in growth, respiration, digestion and propagation; analysis of plants.

Zoology (Advanced Courses). — A study of the form and structure of animals, with relation to their habits of life, power of adaptation, relations with man, the persistence or extinction of their type.

After taking this course the student should have a systematic knowledge of the animal kingdom upon which to draw for teaching zoölogy, conducting nature study, or in taking advanced courses in zoölogy.

GEOGRAPHY.

I. Physiography. — The purpose of the work in physiography is to give the student such an understanding of the great facts connected with the development of the earth's crust as to enable him easily and accurately to interpret the more important geographical problems that may arise in connection with the ordinary teaching of geography.

II. Geography. — A study of man's physical and social environment, as determining his activities and development. The following lines of work are taken up: —

- (1) The earth as a planet, for the underlying principles of astronomical geography, including the effects of the earth's rotation and revolution.
- (2) The atmosphere, for the great laws of climate.
- (3) The ocean as a modifier of continents and climate and as a great commercial highway.
- (4) The evolution of topographic forms and the uses which man makes of them, with the qualities which render them thus useful.
- (5) The people in their industrial and institutional life, including the development of the great industries and institutions among men, and a comparative study of the great commercial nations.
- (6) Locational geography, to fix important facts of location for general intelligence.
- (7) Field work and laboratory exercises, for the practical application of principles learned.
- (8) The preparation of materials and exercises for teaching.
- (9) Practice in conducting class exercises.
- (10) The study of a graded course in geography to determine its adaptation to practical school work.
- (11) Juvenile literature appropriate for grade work in geography.
- (12) Schoolroom appliances for teaching the subject.

Special emphasis is placed throughout the course upon the industrial side of the subject. Our natural resources, with their influence upon national life and the importance of their proper conservation, are carefully studied.

An excellent electric lantern, with a collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts, models and instruments are constantly at hand for study.

III. Geology (Elective). — The course is designed to give a practical working knowledge of structural and historical geology. The previous work in physiography is extended and new lines are taken up.

PHYSIOLOGY AND HYGIENE.

The following lines of work are taken up:—

1. The human body as a whole, for its external and structural parts, its general plan and its building materials.
2. Laboratory work, for a knowledge of tissues, structures and processes.
3. The various systems of the body, for (a) the essential facts of anatomy, (b) the functions of the various systems and organs, (c) the fundamental laws of health.
4. Effects of alcohol and narcotics.
5. Foods and food values.
6. A study of the principles of sanitary science, including such topics as (a) ventilation and heating, (b) plumbing and drainage, (c) water and milk supply, (d) preparation and preservation of food, (e) bacteria in relation to disease, (f) contagious and infectious diseases, (g) disinfection and vaccination, (h) relation of food, air and water to disease, (i) school hygiene, (j) personal hygiene.
7. Study of a graded course in physiology, to determine its adaptation to practical school work.

The purpose is (1) to give the student an intelligent appreciation of the important laws of hygiene and the habit of living in obedience to these laws; (2) to enable the prospective teacher to give intelligent care and hygienic training to the children under her instruction.

PHYSICAL TRAINING.

Gymnasium work is required of the women twice a week during the course. The purposes of the department are:—

1. To aid the student in attaining the highest degree of physical efficiency and bodily symmetry.
2. To enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth.
3. To furnish her with means to improve and preserve the physical integrity of the pupils entrusted to her care.

The course includes: (1) practical talks on personal hygiene; (2) a study of the principles and applications of educational gymnastics;

(3) instruction and drill in gymnastic positions, movements and exercises; (4) squad and class drills directed by students; (5) the analysis of plays and games suitable for the schoolroom and school yard; (6) observation of gymnastic work with children and practice in teaching them under public school conditions; (7) emergency lessons in checking the flow of blood, resuscitation, transportation and practical treatment of the common accidents and emergencies of school life; (8) classic dancing, rhythmic exercises and aesthetic movements; (9) folk lore dancing; (10) corrective gymnastics; (11) anthropometry in its application to the strength tests of the students, and instruction in measurements of school children.

Athletics. — In the fall and spring, as the weather permits, the lawns surrounding the school buildings and the campus are used for games with students and children.

Instruction is given in basket ball and hockey, both for the recreative element in them and to furnish a means of establishing the teacher's attitude toward wholesome sport and hygienic athletics for girls and boys.

HISTORY.

I. American History. — The organization of American history into its great periods of development is made the basis of history teaching. In each period the students determine the problem to be worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crises, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bearing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civic service on the part of each individual. The work is conducted in the library of history, to teach how to use a library. Use of lantern slides; preparation of maps and tables; use of pictures, and study of sources of history; adaptation to a graded course of study; how to use the textbook; practice in organizing biographical stories, in preparing drill exercises and in conducting discussions.

II. English History (Advanced Courses). — A brief study is made of the great movements in the development of English institutions, for the purpose of finding the foundations on which United States history is based. It gives a setting for the historical stories, in the reading books, of great English characters.

III. General History (Advanced Courses). — The purpose of the course is to trace, in a broad way, the development of Oriental, classic and Teutonic peoples, (1) for the cultural purpose of understanding the historical development of government and of social institutions, (2) as a basis for the study of the history of education, (3) as a basis for teaching historical stories, (4) as supplementary knowledge to be used in the study of the geography of different countries.

HISTORY OF EDUCATION.

The purpose of these courses is to trace the great typical movements in educational development, as the basis of progress in educational theory and practice; to broaden the horizon of the teacher through an acquaintance with the work of a few great leaders in education; to emphasize the relation of the spirit and environment of a people to their elementary and higher education; to lay a foundation for future educational reading and discussion.

PRACTICAL ARTS.

Two parallel, correlated courses are offered, one in drawing and design, the other in handicrafts. These are planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with processes which they may use in teaching children.

In the two-year course emphasis is placed upon the more elementary forms of drawing and handiwork. The work includes elementary forms of construction, picture composition and blackboard sketching. In the longer courses more advanced forms of these subjects are taught and wider and more varied experiences are offered, both in the technique of the subjects and in their application to work with children in the different grades of the training school. In the kindergarten-primary course the work is especially planned to meet the needs of primary teachers. It aims to develop facility and appreciation, and to give experience in picture composition to be used for illustrative purposes in teaching children; also to develop power to draw for children. It includes more blackboard drawing than the other courses.

The topics studied are those in general use in the public schools, and may be grouped as follows:—

1. *Color theory*, and its application by imitating, selecting and harmoniously combining colors.

2. *Plant drawing*, with application to designs for decorative purposes.

3. *Composition* (which includes object drawing and perspective principles), with application to the illustration of school subjects.

4. *Design* in correlation with handiwork.

5. *Mechanical drawing*, with application to the making of maps, diagrams and working drawings.

6. *Blackboard sketching* for illustrative and decorative purposes in the schoolroom.

7. *Handiwork*. — The correlated handiwork includes practice in the following industrial processes: cardboard and paper constructions; bookmaking and bookbinding; weaving and basketry; clay modeling; elementary sewing.

Advanced Course. — Students on the longer courses are offered advanced bookbinding and bench work in wood; practice in working out, with groups of children, correlated projects in various materials; history of art. A special course in mechanical drawing and bench work is offered for the men.

PENMANSHIP.

Penmanship is taught for the purpose (1) of developing a plain, practical style of writing, and (2) of preparing to teach penmanship in the grades.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. The seniors are also given blackboard practice, practice in counting and in teaching lessons before their own classes, and have abundant opportunity to observe the teaching done by the supervisor and the regular teacher in the model school. During the senior year the supervisor outlines a scheme for each grade.

VOCAL MUSIC.

1. Music as an art is the means of expressing and exciting thought and emotion. With this as the aim, the student is taught the proper use of his own voice and of the child voice, the importance of good enunciation and tone quality as a basis for the artistic rendering of

songs. He has practice in teaching rote songs and in conducting class exercises both in individual singing and in chorus work. He is instructed in writing simple melodies as a further means of expression and as a means of acquiring additional material for future work in the way of exercises and rote songs. As much time as possible is given to ear training.

2. Music as a science is the knowledge of the properties and relations of tones. These properties, — force, length, pitch and timbre, — are taken up successively, first to study the single tone with regard to each property and to the modes of indicating or representing it, and second, to study tones in their relation to one another with respect to each of these properties.

3. One period a week is devoted to gaining knowledge of the works of some of the great masters by means of pianola and Victor records, and of the forms in which they wrote, and to chorus practice. There are also weekly recitals out of school hours for all who wish to attend. An opportunity for practice in teaching music is given in connection with the work in the model school.

A *glee club* is organized for the ladies, and there is an orchestra for those who play upon instruments.

PSYCHOLOGY AND PEDAGOGY.

1. *The educational study of man* to find the principles of education which underlie all true teaching, including the study of the structure, function and normal action of the human body as the instrument of the mind. The study of the mind in its threefold activity of thought, feeling and will, through observation of its activity in self and in other minds, and by hearing and reading the testimony of other observers of mind.

2. *The consideration of the educational study of subjects* to get the principles of the subject, and to find its pedagogical value.

3. *The analysis of the art of teaching*, to find definite directions for the practice of the art. The selection and arrangement of subject-matter. The presentation of truth. The motives to study. Study by the pupils. Examination of pupils. Object and method of criticism. The teacher's daily preparation.

4. *The study of school organization* to find what it is to organize a school. The advantages of a good organization. Opening of the

school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.

5. *The study of the principles of government* to find what government is; what school government is. The basis of the teacher's right to govern. The end of school government. The motives to be used in school government and the method of their application.

6. *The observation and practice of teaching* to see the aim, motive, method and product of teaching as exemplified in a good school.

7. *The study of the teacher's personality* to find how he may make himself most acceptable to those for whom and with whom he works.

8. *School laws of Massachusetts.*

MODERN LANGUAGES.

(ELECTIVE.)

Modern languages are studied so that they may be used in intercourse with people who speak those languages. Correct pronunciation, therefore, is the first requisite; this, combined with careful ear training, soon enables the student to think in the language he studies. Much reading and conversation will give quickness in understanding and fluency in speaking.

French, German and Spanish are offered for four-year students who wish to extend their work in the high school and gain credit towards a college degree. Elementary and advanced divisions are formed according to the preparation of the students.

LATIN AND GREEK.

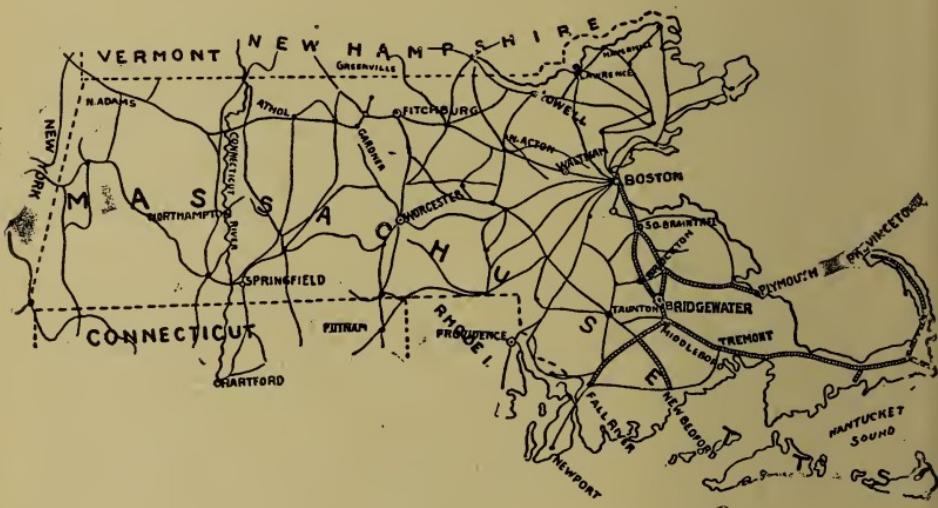
(ELECTIVE.)

The subjects are studied mainly for the purpose of increasing the power of expression in the vernacular by careful and accurate translation; also by constant study of etymology and derivation, to gain a knowledge of the meaning of English words derived from Latin and Greek.

GENERAL INFORMATION.

LOCATION.

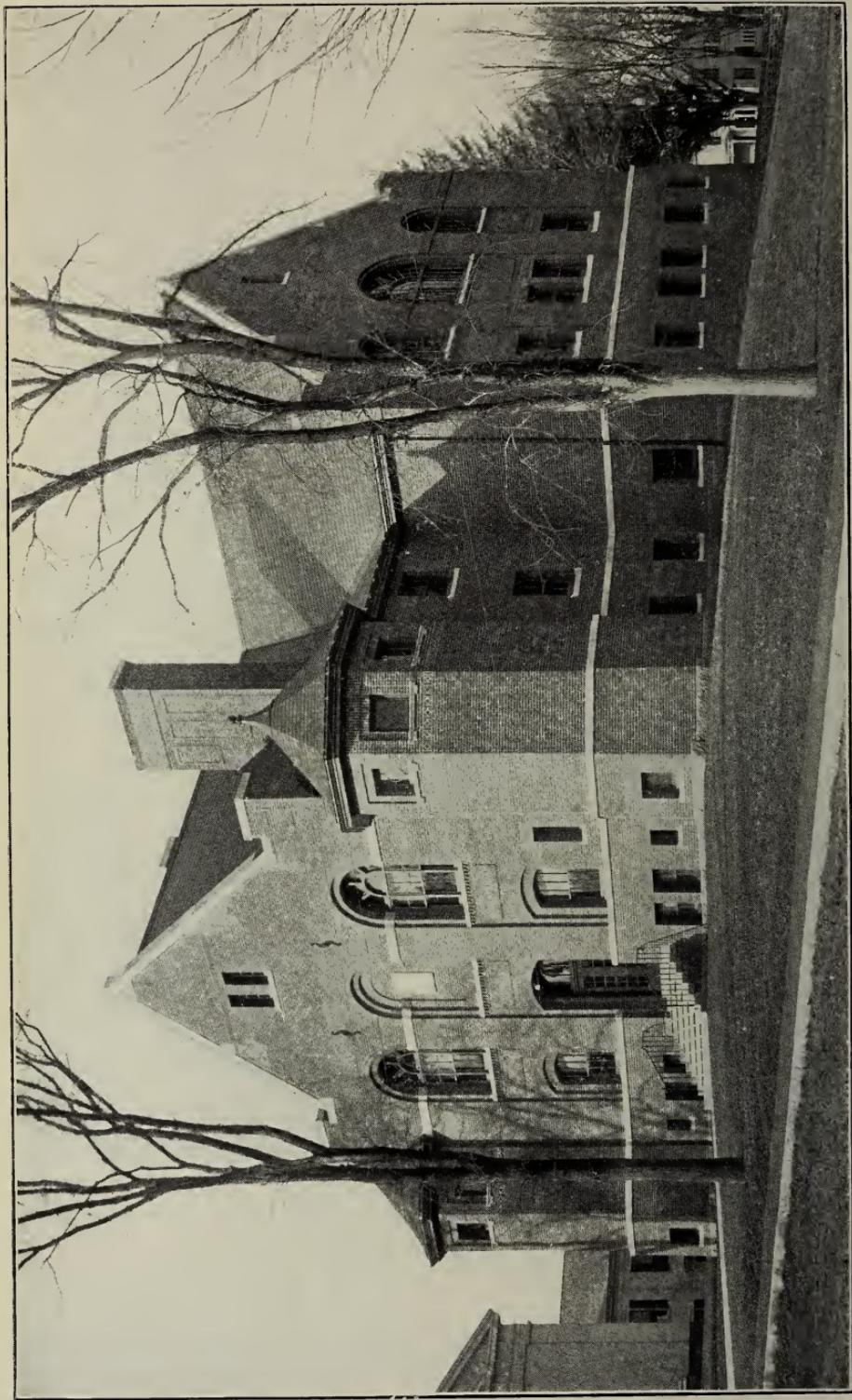
Bridgewater is one of the most pleasant and healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston on the Plymouth Division of the New York, New Haven & Hartford Railroad, and is easily



reached by train and trolley from all parts of the State. The buildings and grounds of the State Normal School are attractively located near the center of the town, ten minutes' walk from the railway station.

BUILDINGS AND EQUIPMENT.

The main school building is a massive brick structure, divided into three connecting sections affording good light and air in all the rooms. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. It is well supplied with water, is heated and ventilated by the fan system,



GYMNASIUM.

has a heat-regulating apparatus and electric time and electric light service. In this building are the principal's office, assembly hall, libraries, and the offices, classrooms and laboratories of the different departments of the school. One-third of the building is devoted to the model school.

The assembly hall is used for chapel exercises, for study purposes and for literary, dramatic and musical entertainments.

The department of physics has two laboratories, one arranged for individual work at tables, the other for demonstration purposes, with apparatus for projection.

In the department of chemistry there are also two laboratories. One, for the elementary course, is arranged for individual work at tables; the other, for analytical work. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

The mineralogical and geological laboratory is arranged for physical and chemical tests and for blow-pipe work. It is provided with three sets of mineral specimens: a set of working specimens for use at the tables, a set in cabinets for the study of comparative and systematic mineralogy and a set in cases illustrating the classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

The biological laboratory, for the study of botany, zoölogy and physiology, includes two rooms arranged for individual work at tables. Each room contains three collections of typical specimens, and there is also equipment for microscopic and for experimental work. The greenhouse, situated in the natural science garden, is used by the students for the practical study of horticulture and school gardening.

The geographical laboratory is equipped with globes, the latest and best physical and political maps for all grades of work, pictures arranged for class use, models of the continents and of Massachusetts, and productions in both the raw and manufactured states. Projection and apparatus is provided for all phases of the subject.

In the department of practical arts there are well-equipped drawing rooms, a laboratory furnished with manual training benches for wood-working, and two laboratories fitted up for the study of domestic science and the industrial occupations of pottery, weaving and book-binding.

The school has a large and valuable library of reference books with topical card catalogues. Each department also has its own library of books especially devoted to the subjects taught in the department.

The Albert Gardner Boyden gymnasium, a new brick structure, is a model of architecture and perfectly adapted to its uses. It serves the school not only for physical training, but also as a place for indoor sports, social gatherings and banquets.

Three residence halls have been erected and furnished by the State for the accommodation of lady teachers and students. In Normal Hall, the oldest of these buildings, are the administrative offices and dining rooms. Tillinghast Hall, erected in 1896, contains thirty-seven residence rooms. The new dormitory, completed in September, 1911, contains ninety rooms. Each building has its own reception and reading rooms, is heated by steam, lighted by electricity and thoroughly ventilated. The halls are in charge of the principal of the school and the dean.

The natural science garden is the gift of Mr. Albert G. Boyden, Principal Emeritus of the school. It serves as an out-of-door laboratory for biology, geography and school gardening.

The greenhouse, an important adjunct of the work of the natural science garden, is the gift of Mrs. Elizabeth R. Stevens, a graduate of the school.

The Campus. — Boyden Park comprises six acres of land across the street east of the buildings. It has a beautiful pond in the center, shade trees, and pleasant walks dividing it into open areas for tennis courts and for other outdoor sports. Adjoining the park is Normal Grove, a half acre of fine chestnut trees. South Field, across the street on the south side, includes two acres of level ground which are used for athletic sports.

EXPENSES.

Tuition. — Tuition is free to members of the school who are residents of Massachusetts. Residents of other States and countries are required by the law of the Commonwealth to pay \$50 a year as tuition. One-half of this amount, \$25, is payable at the beginning of each half-year session.

Board. — The price of board for those who live in the residence halls is \$160 a year, \$40 of this amount being due at the beginning of each quarter of ten weeks. This rate is made on the basis of two students occupying one room and taking care of their room. Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge. An extra charge is

• NEW • DORMITORY • FOR • WOMEN •
• NORMAL • SCHOOL • BRIDGEWATER •
• HARTWELL • RICHARDSON & DRIVER •
• ARCHITECTS • BOSTON •



made to students occupying a room alone, and for board during any regular recess or vacation.

Deductions are not made from the above rate for absence, unless it is on account of illness or for some other good reason. When absence is necessary a deduction of \$2 will be made for each full week of such absence. Those living in the halls less than six weeks during any regular quarterly period will be charged transient rates.

For men attending the school, rooms will be found in private families near by, at prices varying according to the kind of room desired. Board can be obtained by them at the school boarding hall for \$3 a week.

Payments must be strictly in advance and should be made without the presentation of bills. A diploma will not be granted until all school bills are paid.

Checks should be made payable to the school, and when sent by mail addressed to State Normal School, Bridgewater, Mass.

Transient rates for guests and visitors are \$5 a week, or by the day as follows: breakfast, 20 cents; luncheon, 20 cents; dinner, 35 cents; lodging, 25 cents.

Other Expenses. — Women students will require a gymnasium suit, gymnasium shoes, rubber bathing caps and bath towels. Arrangements for these are made with the instructor in physical training at the beginning of the course. They are obtained at cost prices, and it is intended that the expense shall not be more than \$10.

The use of textbooks is free. Students purchase their own note books and writing materials, and also pay for their drawing kits, printed outlines of studies, breakage, and all supplies carried away from the school for their future use.

ROOMS IN THE RESIDENCE HALLS.

Rooms in the residence halls are supplied with furniture, including mattresses and pillows. Students are required to bring bed covering for single beds, towels, napkin ring and clothes bag for laundry. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

A reassignment of rooms is made at the end of each school year, preference in choice being given to those who have been longest in the school. Newly admitted applicants will be assigned rooms after the June examinations.

All applicants, including those fully certificated, are advised to appear on the first day of registration in June, as they will have an opportunity at that time to take the physical examination and make a choice of rooms. Due consideration will be given to priority of application.

PECUNIARY AID.

The State makes an annual appropriation of \$4,000 for the normal schools to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given for the first half year of attendance, and is not given to students from the town in which the school is located. Applications are to be made to the principal in writing, and to be accompanied by such evidence as shall satisfy him that the applicant needs the aid. Blank forms for application will be furnished near the end of each term.

A loan fund, at present amounting to over \$2,000, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.

GOVERNMENT.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do without compulsion what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct.

Regular and punctual attendance is required of every member of the school. The advantages of the school, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use. No student can afford to lose a single school day, unless it is absolutely necessary that he should do so.

Students must not make arrangements involving absence from any school exercise without previously obtaining permission, and must return punctually after any recess or vacation. Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the school he must return any of its books or other property which he may have and receive regular dismissal; otherwise, he must not expect to receive any indorsement from the school.



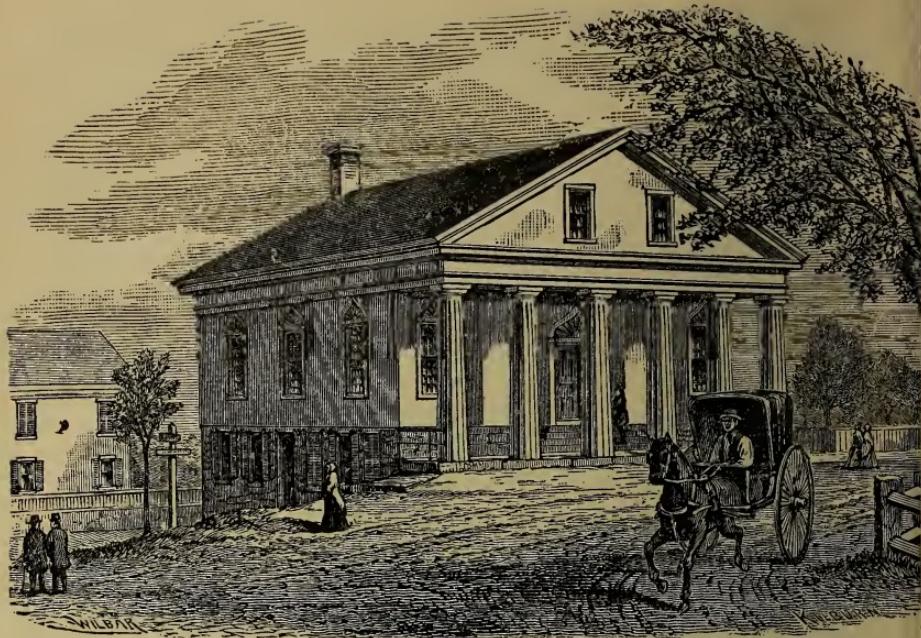
TUINGHAST HALL

REGISTER OF GRADUATES.

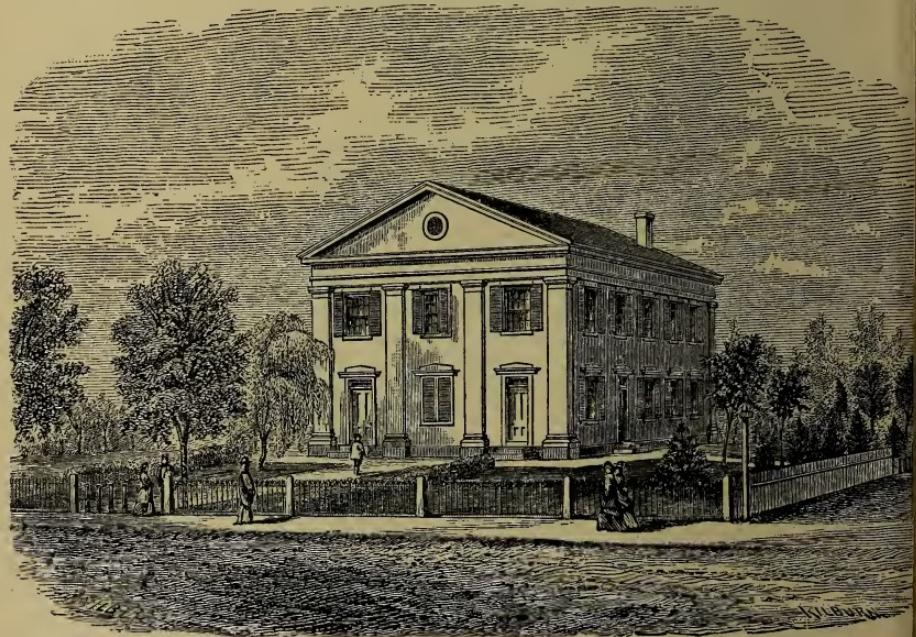
As complete a record as possible is made of the graduates, showing their scholarship, training and experience after graduation, together with such testimonials of their success in teaching as may be filed from time to time. Such data are accessible to superintendents and school committees, and enable the school to be of assistance both to its graduates and to those who are seeking good teachers. The graduates of the school are in demand and readily find places according to their ability and experience.

VISITORS.

Parents and friends of the students, school committees, superintendents, teachers and others who are interested in seeing its work and methods are cordially invited to visit the school at their convenience and to introduce young persons of promise who may desire to avail themselves of its advantages.



OLD TOWN HALL, HOME OF THE SCHOOL, 1840-46.



THE FIRST STATE NORMAL SCHOOL BUILDING IN AMERICA.
Erected in Bridgewater, Mass., in 1846.

HISTORICAL SKETCH.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish \$10,000, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise \$10,000 for the erection of new buildings for this school. After vigorous competition it was decided to locate the school at Bridgewater, and the town granted to the school the free use of its town hall for three years. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. **The school was opened Sept. 9, 1840**, with a class of twenty-eight pupils, — seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the **first State normal school building erected in America**.

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

The growth of the school is shown by the enlargements made for its accommodation, as follows:—

In 1861 the school building was enlarged, increasing its capacity 70 per cent. In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students. In 1871 the school building was again enlarged, increasing its capacity 50 per cent. In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students. In 1881 a new building was erected for physical and chemical laboratories.

In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for outdoor recreations. In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of \$150,000. The same year the laboratory building erected in 1881 was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity 50 per cent. at a cost of \$75,000; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of \$55,000. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1910 an appropriation of \$175,000 was made for a new central power plant and for the erection of a new dormitory for ladies. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden.

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. In 1869 the four-year course was introduced, and an intermediate course, including the studies of the two-year course and electives from the advanced part of the four-year course, was also provided.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct super-

vision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the center district public school near by was made a school of observation for the students of the normal school; in 1891 this school, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school.

REGISTER OF STUDENTS.

1912-1913.

SPECIAL COURSES.

ENTERED 1911.

| | | | | |
|---------------------------------|---|---|---|-------------------|
| Pember, Susan ¹ | . | . | . | Rochester, Vt. |
| Shaw, Marian Ethel ¹ | . | . | . | Kensington, N. H. |

ENTERED 1912.

| | | | | |
|--|---|---|---|------------------------------|
| Barton, Rosamond Louise ² | . | . | . | Grantham, N. H. |
| Clarke, Florence May | . | . | . | Millville Heights. |
| Dennett, Lillian Ida | . | . | . | Rochester, N. H. |
| Duffield, Margaret | . | . | . | Hingham Center. |
| Holloway, Ruth Willis | . | . | . | Middleborough. |
| Leonard, Eileen Elizabeth ² | . | . | . | Dalton. |
| Oliver, Mary Elizabeth J. | . | . | . | Brockton. |
| Pember, Clara Myrtie | . | . | . | Rochester, Vt. |
| Pérez, Micaela | . | . | . | Saltillo, Mex., Normal Sch'l |
| Sepúlveda, Beatriz | . | . | . | Saltillo, Mex., Normal Sch'l |
| Shannon, Mary Ethel | . | . | . | Lexington. |
| Stockwell, Emily Jane | . | . | . | Rochester, Vt. |
| Tinkham, Lillian May | . | . | . | Rock. |
| Westgate, Ethel Estelle ³ | . | . | . | East Mattapoisett. |
| White, Kathryn Bernice | . | . | . | Brookline. |

Women, 17.

FOUR-YEAR COURSE.

| | | | | | | |
|---------------------------|---|---|---------------------|---|---|---------------|
| Blake, Harold Rockwood | . | . | Marlborough | . | . | Entered 1909. |
| Conlon, Joseph Augustus | . | . | Campello | . | . | " " |
| Jones, Arthur Clarendon | . | . | Baldwinville | . | . | " " |
| Murphy, James Anthony | . | . | Whitman | . | . | " " |
| Newhall, Orton Cole | . | . | North Middleborough | . | . | " " |
| O'Brien, John James | . | . | Hingham | . | . | " " |
| Raymond, Oscar Francis | . | . | Brockton | . | . | " " |
| Standish, Alfred Elmer | . | . | Middleborough | . | . | " " |
| Swift, Bradford Elmer | . | . | Middleborough | . | . | " " |
| Berry, Ila De Ette | . | . | Lanesville | . | . | " " |
| Crane, Eva Mildred | . | . | Avon | . | . | " " |
| Crimmin, Marguerite Marie | . | . | Brockton | . | . | " " |

¹ Present first term.² Present part of first term.³ Present second term.

| | | |
|--|----------------------------|---------------|
| Depoyan, Martha | Bridgewater | Entered 1909. |
| Harris, Gladys Myrth | Abington | " " |
| Hopkins, Elizabeth | Marion, O. | " " |
| Lane, Alice Rubena | Hingham Center | " " |
| Paine, Doris Mae | Winchester | " " |
| Robbins, Helen Paine | Harwich | " " |
| Speare, Mildred Dexter | Chelsea | " " |
| Tower, Nellie Alta | Hanover | " " |
| Waldron, Hope Perry | Dighton | " " |
| Cushing, Josiah Stearns | Middleborough | 1910. |
| Hunt, Harold David | Bridgewater | " " |
| Lane, John Joseph | Rockland | " " |
| McCarthy, William James | Somerville | " " |
| McCreery, Walter Joseph | Fall River | " " |
| McDonnell, Bernard Joseph | South Boston | " " |
| Barrows, Bernice Esther | Carver | " " |
| Burns, Harriet Frances | Quincy | " " |
| Henry, Susa Watson | Brockton | " " |
| Johnson, Edith Christina | Milton | " " |
| Kendrick, Edith Louise | Brockton | " " |
| Manchester, Almyra Sherman | South Dartmouth | " " |
| McCausland, Elizabeth Rebecca | Whitman | " " |
| McFadden, Iva Martha | Haverhill | " " |
| Nerney, Dolly Blanche | Attleborough | " " |
| Newton, Dorothy | South Easton | " " |
| Brooks, Charles Wilfred | South Hanover | 1911. |
| Clark, Thomas Henry | South Weymouth | " " |
| Dunn, Cornelius Francis | Baldwinville | " " |
| Kendall, Harold Lavern | South Framingham | " " |
| Le Lacheur, Embert Alexander | Boston | " " |
| Rau, William M. | Roxbury | " " |
| Sheehan, Paul Sylvester | Fairhaven | " " |
| Wheeler, Daniel Gage | Rockland | " " |
| Arnold, Amy Edna | Abington | " " |
| Bishop, Susan Azuba | Rock | " " |
| Burkett, Christine Elzada | Pembroke | " " |
| Clark, Mary Alice | Bridgewater | " " |
| Cole, Mary Louise | Dorchester | " " |
| Davis, Esther Phebe | Bridgewater | " " |
| Davis, Marie Jenison ¹ | Elmwood | " " |
| De Mar, Mabel Florence | Melrose | " " |
| Drake, Harriot Frances | Melrose | " " |
| Fitzgibbon, Mary Margaret | Athol | " " |
| Wetherbee, Laeta Orene | Fall River | " " |
| Wright, Edith Lobdell | Plympton | " " |
| Andrews, Walter Howard | Sharon | " 1912. |
| Burgess, Joseph Reed | Rockland | " " |
| Casey, Bartholomew Francis | Bridgewater | " " |
| Gulumian, Aram G. | Chelsea | " " |
| Harper, John Henry | Bridgewater | " " |
| Mahan, Harold Butterworth ¹ | Hingham | " " |
| Ramsey, Edward Albert | Middleborough | " " |
| Taylor, Lucien Bradford ¹ | Taunton | " " |

¹ Present part of first term.

| | | |
|--|---------------------------|---------------|
| Wright, Eugene Allen | Plympton | Entered 1912. |
| Anglin, Anna Loretta | South Braintree | " " |
| Burgess, Lottie Gertrude | Wareham | " " |
| Churchill, Ruby Estelle | Winthrop | " " |
| Curran, Theresa Beatrice | Brockton | " " |
| Cutting, Esther | Cambridge | " " |
| Dillon, Madeleine Catherine | Randolph | " " |
| Finn, Mary Ellen ¹ | West Quincy | " " |
| Gilbert, Mary Louise | Brockton | " " |
| Handy, Irene Luvia | Harwich Center | " " |
| Hopgood, Eve Isabelle ¹ | Brockton | " " |
| Hunt, Margaret Murtel | Quincy | " " |
| Lane, Miriam Frances | Brockton | " " |
| LeBaron, Helen Eugenia | Brockton | " " |
| Lynch, Grace Pauline | North Easton | " " |
| McGowan, Lilia Juanita | Brockton | " " |
| Morrell, Helen Frances | Merrimac | " " |
| Paulson, Lillian Mary | Campello | " " |
| Peterson, Helen Belle | Auburndale | " " |
| Thomas, Margaret Evelyn | Rock | " " |
| Walker, Alberta | Needham | " " |
| Whitmash, Marion Loring | Neponset | " " |

Men, 32; women, 55.

THREE-YEAR COURSE.

| | | |
|--|----------------------------|---------------|
| Alger, Grace Linwood | West Bridgewater | Entered 1910. |
| Arden, Lena Kate | New Bedford | " " |
| Brownell, Mildred Edna | New Bedford | " " |
| Cronan, Rita Mae | Campello | " " |
| Crossman, Elsie Babcock | Milton | " " |
| Day, Edna Camille | West Hanover | " " |
| Fountain, Marion Louise | Attleborough | " " |
| Garrity, Florence Helen | Abington | " " |
| Johnson, Celia Pearl | Norton | " " |
| Kendregan, Emily Elizabeth | Rockland | " " |
| King, Hilda Ullman | New Bedford | " " |
| Knowles, Cora Winifred | Campello | " " |
| Lydon, Helen Teresa | Abington | " " |
| Mea, Frances Bessie | Rockland | " " |
| O'Grady, Annie Loretta | Rockland | " " |
| Phipps, Frances Mildred | Milton | " " |
| Turner, Lillian Augusta ¹ | Bridgewater | " " |
| Turner, Miriam Reed | Bridgewater | " " |
| Winslow, Marion Frances | West Hanover | " " |
| Adams, Bertha ² | Winchester | " 1911. |
| Adams, Hester Forsyth | Stoneham | " " |
| Adams, Jessie Ruth ¹ | Elmwood | " " |
| Bailey, Mabel Olive | Waltham | " " |
| Bellamy, Mary Gertrude | Rockland | " " |
| Bixby, Helen Grace | Holbrook | " " |
| Burke, Alice Loretta | Rockland | " " |

¹ Present part of first term.² Present first term,

| | | |
|--|------------------------------|---------------|
| Burns, Eileen Marie | Hingham | Entered 1911. |
| Cross, Mildred Bertwell | Brockton | " " |
| DeCoster, Margaret Irene | Brookville | " " |
| Dwyer, Louise Margaret | North Abington | " " |
| Eaton, Mildred | Malden | " " |
| Ennes, Annie Adeline | Raynham | " " |
| Grindley, Sara Katherine | West Roxbury | " " |
| Higgins, Mary Louise | Rockland | " " |
| Hofmann, Hazelfern | North Attleborough | " " |
| Kenney, Myra Louise | North Abington | " " |
| Moynihan, Nellie Agnes | Brockton | " " |
| Reinhardt, Marion Barker | Kingston | " " |
| Shea, Annie Josephine | Brockton | " " |
| Skilling, Annie Elizabeth | Holbrook | " " |
| Sullivan, Margaret Helen | Franklin | " " |
| Taylor, Roxie May | Attleborough | " " |
| Wiley, Helen Ruth | Waban | " " |
| Churchill, Florence Mosher | Whitman | 1912. |
| Clarke, Esther Marion | Millville Heights | " " |
| Corliss, Esther Maude ¹ | Bridgewater | " " |
| Cottle, Doris Allen | New Bedford | " " |
| Flaherty, Mabelle Gertrude | Brockton | " " |
| Frost, Florence | Middleborough | " " |
| Hazen, Jane Lucy | Brockton | " " |
| Howard, Ruth Alice | New Bedford | " " |
| Howard, Stella Baker | North Pembroke | " " |
| Humphrey, Helen Macomber | Rochester | " " |
| Jenkins, Louise Brownelle | Reading | " " |
| Keirnan, Grace Elizabeth | Wareham | " " |
| Manter, Mildred Emma | Taunton | " " |
| McGrath, Esther Mary | Rockland | " " |
| Phillips, Lucy May | Campello | " " |
| Prestat, Marie Eugenie | Whitman | " " |
| Quinlan, Loretta Winifred | Whitman | " " |
| Quinn, Susan May | Kingston | " " |
| Reid, Reta Jennie | Hyde Park | " " |
| Shaughnessy, Elizabeth May | Uxbridge | " " |
| Smith, Elsie Lawrence | Hebronville | " " |
| Tucker, Celia Frances ² | Rochdale | " " |
| Tucker, Lillian May | West Medford | " " |
| Warren, Ruth Mariana ¹ | Leicester | " " |

Women, 67.

KINDERGARTEN-PRIMARY COURSE.

| | | |
|-----------------------------------|----------------------------|---------------|
| Alger, Katharine Brown | West Bridgewater | Entered 1910. |
| Hall, Inez Meredith | Dennis | " " |
| Howard, Helen Covington | West Bridgewater | " " |
| Hulett, Alice Vivian | Abington | " " |
| Hunter, Genevieve Story | Lowell | " " |
| Pimer, Grace Robinson | Attleborough | " " |
| Richards, Helen Norton | Attleborough | " " |

¹ Present part of first term.² Present first term.

| | | |
|---|--------------------------|---------------|
| Wales, Alice Dudley | North Abington | Entered 1910. |
| Wilkes, Ruth Howard | Abington | " " |
| Doe, Gladys Emily | Medford | 1911. |
| Hutchinson, Ruth | Boston | " " |
| Loring, Hazel Shirley | Duxbury | " " |
| Paine, Agnes Elizabeth | Elmwood | " " |
| Tuttle, Genevieve | Chatham | " " |
| Wilbur, Annie Howe | Rock | " " |
| Bates, Marjorie | Clinton | 1912. |
| Churbuck, Maude Graham | Middleborough | " " |
| Forbes, Ruth Pauline | New Bedford | " " |
| Frizzell, Madeline Breed ¹ | Lynn | " " |
| Gustin, Ellen Grant | Attleborough | " " |
| Jacobs, Alice Lillian | Reading | " " |
| Jefferson, Rose Ellen | Montello | " " |
| Jensen, Adah Felicia | West Lynn | " " |
| Jerauld, Olivia | East Harwich | " " |
| Kendrick, Helen Dean | Chathamport | " " |
| O'Brien, Mary Frances | West Quincy | " " |
| Place, Sarah Tompkins | North Dighton | " " |
| Pratt, Marion Louise | Bridgewater | " " |
| Quail, Josephine | Taunton | " " |
| Ridley, Rosa Gertrude | West Norwell | " " |
| Wheeler, Mabel Louise | Hyde Park | " " |

Women. 31.

TWO-YEAR COURSE.

SENIOR CLASS.

| | |
|---|---------------------|
| Annis, Helen Gertrude | Plymouth. |
| Ashley, Helen Louise | Acushnet. |
| Bath, Harriett Louise | Stoneham. |
| Braley, Helen Miriam | Rock. |
| Bride, Grace Marguerite | North Attleborough. |
| Brown, Catharine Rollins | Allston. |
| Brownell, Ruth Edna | New Bedford. |
| Bryant, Eula Cushman | Kingston. |
| Buckley, Annie Miles | West Quincy. |
| Burnham, Doris | Stoughton. |
| Cabana, Catherine Francisca | Taunton. |
| Campbell, Kathryn | Hingham. |
| Canfield, Mildred Lee | Fall River. |
| Carlisle, Myrtle Paine | Brockton. |
| Chubbuck, Marguerite ² | Sherborn. |
| Coolidge, Lucy Lavinia | Wollaston. |
| Daley, Louise Anna | Quincy. |
| Davis, Almyra Louise | Malden. |
| Devine, Gertrude Ellen | Bridgewater. |
| Donovan, Rachel Loretta | Methuen. |
| Downey, Marion Lucille | Atlantic |
| Durate, Isabel Cecilia | Somerville. |
| Dwyer, Annie Marguerite | Taunton. |

¹ Present part of first term.² Present first term.

| | |
|---|-------------------|
| Foley, Margaret Elizabeth | Norwood. |
| Frank, Mildred Schubert | South Dartmouth. |
| Gould, Edith Alberta | Malden. |
| Graveson, Hilda Axelena | Waltham. |
| Haffards, Gladys Lovisa | Fall River. |
| Hallett, Agnes Lewis | New Bedford. |
| Hamlin, Elizabeth Calot | Falmouth. |
| Hammond, Marion Temperance | Norwell. |
| Hatch, Laura Frances | Hanson. |
| Hernan, Mary Agnes | West Medford. |
| Hewett, Helen Naomi | Bradford. |
| Johnson, Mabel Alice | South Braintree. |
| Jones, Mildred Emily | Melrose. |
| Killian, Irma Margaret | South Braintree. |
| King, Mary Jane | Taunton. |
| Knight, Margaret Gertrude | West Quincy. |
| Lamb, Lora Elizabeth | West Quincy. |
| Lanfair, Elsie Lillian | East Dennis. |
| Leavis, Ruth Orcutt | Reading. |
| Leiper, Kate McKechnie | Watertown. |
| Lincoln, Florence May | East Weymouth. |
| Little, Avis Gertrude | Kingston. |
| Locke, Annie Edith | Kingston, N. H. |
| Look, Cora Maude | West Tisbury. |
| Lyon, Marion | Campello. |
| Mahoney, Helen Agnes | West Quincy. |
| Mahony, Claire Veronica | Norwood. |
| Martin, Helen Margaret | Taunton. |
| McQueen, Gladys Emelie ¹ | Buzzards Bay. |
| Munson, Cleora Margaret | Huntington. |
| Murphy, Marguerite Violet | South Braintree. |
| Nelson, Ellen Sophia | Roxbury. |
| Nickerson, Carolyn Bangs | Orleans. |
| Nickerson, Christina Alison | Provincetown. |
| Nickerson, Mildred Sprague | South Braintree. |
| Norris, Lucy Agatha | Hingham. |
| Power, Marie Monica | Fall River. |
| Randall, Gertrude Beatrice | Andover. |
| Reed, Mary Evelyn | Fall River. |
| Reid, Mary Winifred | East Weymouth |
| Reilly, Lillian Mary | Taunton. |
| Riley, Anna Gertrude | New Bedford. |
| Rogers, Emma Viola | Dedham. |
| Rogers, Marguerite Clara | Manchester, N. H. |
| Russell, Alice Maude | Northampton. |
| Sanford, Ruth Sumner | Taunton. |
| Simmons, Helen May | Somerset. |
| Snow, Dorothy Elizabeth | Middleborough. |
| Sparrow, Marion Celestine | East Orleans. |
| Sprague, Mary Priscilla | Newcastle, Me. |
| Steele, Rachel Hortense | Stoneham. |
| Sullivan, Agnes Veronica | New Bedford. |
| Sylvia, Mary Gaspar | New Bedford. |

¹ Present part of first term.

| | |
|----------------------------------|---------------|
| Tuthill, Margaret | Mattapoisett. |
| Tuxbury, Alice Mildred | West Newbury. |
| Walling, Mary Edith | Hingham. |
| Young, Mona Rosilla | Brockton. |

Women, 80.

JUNIOR CLASS.

| | |
|---------------------------------------|---------------------|
| Ashley, Maria Edna | Acushnet. |
| Barton, Lorle Julia | Winthrop. |
| Borden, Myra Thomas | North Westport. |
| Brennan, Alice Helene | Whitinsville. |
| Brennan, Edith Dorothy | Melrose. |
| Bride, Gertrude Adelaide | North Attleborough. |
| Briggs, Mildred Bryant | Taunton. |
| Cain, Frances Gertrude | Wollaston. |
| Carmichael, Florence Isabel | South Braintree. |
| Close, Frances Ada | Braintree. |
| Cotton, Dorothea Hartwell | Woburn. |
| Crawford, Catharine Delia | Watertown. |
| Cumming, Annie Gordon | Quincy. |
| Daily, Mary Frances | Stoughton. |
| Danforth, Esther Louise | West Somerville. |
| Danforth, Hazel Burnham | North Reading. |
| Deane, Mildred Cushman | New Bedford. |
| Devery, Alice Leonora | Dedham. |
| Dillon, Edna May | Whitinsville. |
| Drake, Beatrice Eaton | Brockton. |
| Dunham, Mildred Lillian | Fall River. |
| Eddy, Marian | Fall River. |
| Egan, Genevieve Landers | West Quincy. |
| Elliot, Dorothy May | Hyde Park. |
| Fairbanks, Ruth Lincoln | Brockton. |
| Feeley, Ellen Gertrude | Franklin. |
| Fish, Edith | Amesbury. |
| Fitzsimmons, Ruth Elizabeth | Fairhaven. |
| Frazer, Marion Margaret | Roxbury. |
| Gardner, Marian Jacques | Fall River. |
| Goodspeed, Alice Lee | Dennis. |
| Gould, Marguerite | Rockland, Me. |
| Hart, Doris Bradford | Fall River. |
| Hart, Pearl Iroquois | New Bedford. |
| Hickox, Flora | Attleborough. |
| Hollis, Fanny Baker | Weymouth. |
| James, Elsie Ione | Hull. |
| Jamieson, Florence Esther | Roxbury. |
| Kemp, Esther Ruth | Manchester, N. H. |
| Kennedy, May | New Bedford. |
| Kilburn, Helen Sherman | New Bedford. |
| Kimball, Ruth Eleanor | Amesbury. |
| Kirby, Helen Gray | North Dartmouth. |
| Kirwin, Mary Anna | New Bedford. |
| Kohlrausch, Pauline May | Chelsea. |
| Lane, Helen Marie | Hingham Center. |
| Lewin, Agnes Emmilianna | New Bedford. |

| | | | | | | | |
|-------------------------------------|---|---|---|---|---|---|-------------------|
| Litchfield, Mildred Carlton | . | . | . | . | . | . | Norwell. |
| Lowe, Gladys May | . | . | . | . | . | . | Wilmington. |
| Luce, Aurilla Jeanette | . | . | . | . | . | . | Vineyard Haven. |
| Luce, Marjorie Augusta | . | . | . | . | . | . | Plymouth. |
| Marland, Stella | . | . | . | . | . | . | Fall River. |
| Martin, Agnes Josephine | . | . | . | . | . | . | Roxbury. |
| Mayer, Helen Maxwell | . | . | . | . | . | . | Quincy. |
| McCabe, Anna Theresa | . | . | . | . | . | . | Franklin. |
| McGrath, Marguerite Mary | . | . | . | . | . | . | Northampton. |
| McKenna, Florence Marion | . | . | . | . | . | . | Cherry Valley. |
| McLellan, Grace Atkinson | . | . | . | . | . | . | Scotland. |
| McMann, Bessie Dalzell | . | . | . | . | . | . | New Bedford. |
| McTighe, Mary Florence ¹ | . | . | . | . | . | . | Bridgewater. |
| Miller, Marjorie Alden | . | . | . | . | . | . | Springfield. |
| Moody, Olive Ford | . | . | . | . | . | . | North Andover. |
| Munster, Alice Elizabeth | . | . | . | . | . | . | Seekonk. |
| Murphy, Mary Gertrude | . | . | . | . | . | . | Abington. |
| Nutter, Lucy Hayes | . | . | . | . | . | . | Pittsfield, N. H. |
| O'Hearn, Nellie Genevieve Monica | . | . | . | . | . | . | Fall River. |
| O'Neil, Mary | . | . | . | . | . | . | Malden. |
| Perry, Evelyn Wilcox | . | . | . | . | . | . | New Bedford. |
| Roderick, Ruth Catherine | . | . | . | . | . | . | Taunton. |
| Sampson, Ruth Foster | . | . | . | . | . | . | Plymouth. |
| Sheppard, Edith Jane Greethurst | . | . | . | . | . | . | Fall River. |
| Sherwood, Laura Gray | . | . | . | . | . | . | Attleborough. |
| Shortall, Catherine Elizabeth | . | . | . | . | . | . | Abington. |
| Smith, Florence Mabel | . | . | . | . | . | . | Dedham. |
| Southwick, Pearl Barker | . | . | . | . | . | . | Florence. |
| Stoddard, Laura Elizabeth | . | . | . | . | . | . | Abington. |
| Stopp, Ruth Huddleston | . | . | . | . | . | . | Malden. |
| Struthers, Jennette | . | . | . | . | . | . | Upton. |
| Sullivan, Mary | . | . | . | . | . | . | Brockton. |
| Thompson, Ruth Whiting | . | . | . | . | . | . | Dover. |
| Tighe, Mary Elizabeth | . | . | . | . | . | . | Bridgewater. |
| Tillson, Ella Elizabeth | . | . | . | . | . | . | South Carver. |
| Tolman, Ethel Delano | . | . | . | . | . | . | Norwell. |
| Turner, Carrie Pearl | . | . | . | . | . | . | North Reading. |
| Venn, Florence | . | . | . | . | . | . | Malden. |
| Ward, Emily Marie | . | . | . | . | . | . | Scituate. |
| Warren, Nannie Myra | . | . | . | . | . | . | Middleborough. |
| Whitman, Pauline Luella | . | . | . | . | . | . | Rockland. |
| Wilcox, Ernine Morse | . | . | . | . | . | . | New Bedford. |
| Williams, Elsie Alma | . | . | . | . | . | . | Quincy. |
| Yates, Esther Frances | . | . | . | . | . | . | New Bedford. |
| Young, Constance | . | . | . | . | . | . | Winthrop. |

Women, 92.

¹ Present part of first term.

SUMMARY.

| | | Men. | Women. | Totals. |
|---|---|-------|--------|---------|
| Special courses | . | - | 17 | 17 |
| Four-year course | . | 32 | 55 | 87 |
| Three-year course | . | - | 67 | 67 |
| Kindergarten-primary course | . | - | 31 | 31 |
| Two-year course :— | | | | |
| Class entering 1911 | . | - | 80 | 80 |
| Class entering 1912 | . | - | 92 | 92 |
| Total for the year | . | 32 | 342 | 374 |
| Admissions this year | . | 8 | 169 | 177 |
| Graduated, 1912 | . | 8 | 119 | 127 |
| Number receiving certificates for special courses, 1912 | . | 2 | 9 | 11 |
| Whole number admitted from the beginning . . . | . | 1,451 | 5,066 | 6,517 |
| Number who have received diplomas or certificates . | . | 934 | 3,367 | 4,301 |
| Number graduated from the four-year course . . . | . | 194 | 192 | 386 |
| Number enrolled in the model school, 1912-13 . . . | . | - | - | 430 |

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THE COMMONWEALTH OF MASSACHUSETTS

State Normal School
Bridgewater



1914

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS
12 SEP 1914

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS

Established 1840



1914

BOSTON
WRIGHT AND POTTER PRINTING COMPANY, STATE PRINTERS
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1914

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THE STATE BOARD OF PUBLICATION.

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OF THE
UNIVERSITY OF ILLINOIS
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Established in 1837, Reorganized in 1909.

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|--|--------------|
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| SARAH LOUISE ARNOLD, 9 Crescent Avenue, Newton Center . . | 1915. |
| ELLA LYMAN CABOT, 190 Marlborough Street, Boston . . . | 1913. |
| SIMEON B. CHASE, Fall River | 1915. |
| LEVI L. CONANT, Worcester Polytechnic Institute, Worcester . | 1914. |
| THOMAS B. FITZPATRICK, 104 Kingston Street, Boston . . . | 1914. |
| FREDERICK W. HAMILTON, 15 Beacon Street, Boston . . . | 1913. |
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| CLINTON Q. RICHMOND, North Adams | 1915. |

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| eva W. WHITE | Ford Building, Boston. |

THE FACULTY AND OTHER OFFICERS.

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History, and History of Education.

ALBERT G. BOYDEN, A.M., PRINCIPAL EMERITUS.

Educational Psychology.

| | |
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| LEILA E. BROUGHTON | Assistant in Physical Training. |
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| FLORENCE I. DAVIS | Nature Studies, School Gardening. |
| ANNA W. BROWN ² | Reading and Vocal Expression. |
| ADELAIDE MOFFITT | Reading and Vocal Expression. |
| MABEL B. SOPER | Supervisor of Drawing and Manual Arts. |
| BERTHA S. BADGER | Assistant in Drawing. |
| ETHEL M. FLOWER | Manual Training. |
| CORA A. NEWTON | Supervisor of Training. |
| EDITH W. MOSES | Literature. |
| FLORENCE A. FLETCHER | Arithmetic. |

MODEL SCHOOL.

BRENELLE HUNT, PRINCIPAL, Grade IX.

| | |
|-------------------|----------------------------|
| ETHEL P. WHEELER | Grade IX. |
| MARTHA M. BURNELL | Grade VIII. |
| BERTHA S. DAVIS | Grade VII. |
| NELLIE M. BENNETT | Grade VI. |
| JENNIE BENNETT | Grade V. |
| BERTHA O. METCALF | Grade IV. |
| RUTH W. MOODIE | Grade III. |
| NEVA I. LOCKWOOD | Grade II. |
| FLORA M. STUART | Grade I. |
| RUTH E. DAVIS | Grade I. |
| ANNE M. WELLS | Principal of Kindergarten. |
| FRANCES P. KEYES | Assistant in Kindergarten. |

| | |
|-----------------------|--|
| CHARLES H. BIXBY | Accountant and Clerical Assistant. |
| Mrs. IDA A. NEWELL | Dean of Residence Halls. |
| Mrs. CHARLES H. BIXBY | Matron. |
| Miss ROSE E. JUDGE | Resident Nurse. |
| THOMAS E. ANNIS | Chief Engineer. |
| WILLIAM MOORE | Superintendent of Gymnasium and Grounds. |

¹ Deceased.

² On leave of absence.

[Figures in light face indicate no session.]

... 1914 ...

| JANUARY. | | | | | | | JULY. | | | | | | |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
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FEBRUARY.

AUGUST.

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MARCH.

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APRIL.

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MAY.

NOVEMBER.

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JUNE.

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JANUARY.

JULY.

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FEBRUARY.

AUGUST.

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MARCH.

SEPTEMBER.

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APRIL.

OCTOBER.

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MAY.

NOVEMBER.

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JUNE.

DECEMBER.

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C A L E N D A R .

1 9 1 4 .

Second Term Begins

Monday, January 26.

Spring Recess

Begins Friday night, March 13. Ends Monday night, March 23.

Graduation

Tuesday, June 16, 10 A.M.

First Entrance Examination

Thursday and Friday, June 18 and 19, at 8.30 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 8 and 9, at 8.30 A.M.

School Year Begins

Model School, Tuesday, September 8.

Normal School, Thursday, September 10, at 9.15 A.M.

Thanksgiving Recess

Begins Tuesday night, November 24. Ends Monday night, November 30.

Christmas Recess.

Begins Friday night, December 18. Ends Monday night, December 28.

1 9 1 5 .

Second Term Begins

Monday, February 1.

Spring Recess

Begins Friday night, March 19. Ends Monday night, March 29.

Graduation

Tuesday, June 22, 10 A.M.

First Entrance Examination

Thursday and Friday, June 24 and 25, at 8.30 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 7 and 8, at 8.30 A.M.

School Year Begins

Model School, Tuesday, September 7.

Normal School, Thursday, September 9, at 9.15 A.M.

Thanksgiving Recess

Begins Tuesday night, November 23. Ends Monday night, November 29.

Christmas Recess

Begins Friday night, December 24. Ends Monday night, January 3.

Sessions are from 9 A.M. to 12 M., and 1.15 P.M. to 3.50 P.M. There are no sessions on Saturday.

The telephone call of the school is "8063;" the telephone call of the principal's residence is "2-2-2."

PRINCIPLES OF THE SCHOOL.

This school is one of the ten normal schools maintained by the Commonwealth of Massachusetts for the preparation of teachers for the public schools of the State. It is under the direct supervision of the State Board of Education.

The first aim of the school is to inspire its students with the professional spirit. It is of vital importance that the teacher should have a just appreciation of his work and that he should be imbued with the spirit of service. The normal student is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, and all the exercises of the school, from the point of view of the teacher.

The student teacher is led through the professional study of the subjects of the public school curriculum, that he may learn how to use each subject in the teaching process. The normal school is made professional, not by the exclusion of these subjects from its course, but by the inclusion of the educational study of them. All the subjects of the course are to be studied, not only in their direct bearing upon the process of teaching but also for the purpose of getting a broader view of their scope and meaning.

After the educational study of each subject in the course, to obtain command of its principles and ascertain its pedagogical value, the student enters upon a study of the development of the human mind and body to find the broader educational principles which underlie all true teaching. The method of teaching is determined by these principles, and the student is to become so trained in their application that he will be able to rightly conduct the education of his pupils.

A practical study of children is made throughout the course, in connection with the teaching in the different grades of the training school.

In close conjunction with the practice teaching a careful analysis is made of the art of teaching, school organization, school government and school laws.

ADMISSION OF STUDENTS.

APPLICATION FOR ADMISSION.

It is advisable that application be made and certificates forwarded early in June. Examinations, as far as possible, should be taken in June.

Blank forms for application, carrying with them application for room in the residence halls when desired, will be furnished upon request. Certificate blanks are to be obtained by principals of high schools upon application to the principal of the normal school.

Correspondence in relation to admission should be addressed to the principal.

REQUIREMENTS FOR ADMISSION.

The following are the requirements for admission to the Massachusetts State normal schools as prescribed by the State Board of Education:—

I. Candidates for admission to a Massachusetts State Normal School must have attained the age of seventeen years, if young men, and sixteen years, if young women (for admission to the Household Arts course at the Framingham Normal School, an age of at least eighteen years is required); must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also submit detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein, and such additional evidence of qualifications for the calling of a teacher as the Board of Education may require.

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school or its equivalent, and, in addition, must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 14 units, 10 of which units, however, must be in subjects given under "A" and "B," secured either by examination or certification. A unit

represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

| | |
|--|---------------|
| (2) Algebra | 1 unit. |
| (3) Geometry | 1 unit. |
| (4) History ¹ | 1 or 2 units. |
| (5) Latin | 2 to 4 units. |
| (6) French | 2 or 3 units. |
| (7) German | 2 or 3 units. |
| (8) Drawing ² | 1 unit. |
| (9) Physics | 1 unit. |
| (10) Chemistry | 1 unit. |
| (11) Biology, botany or zoölogy ² | 1 unit. |
| (12) Physical geography ² | 1 unit. |
| (13) Physiology and hygiene ² | 1 unit. |
| (14) General science ² | 1 unit. |
| (15) Stenography | 1 or 2 units. |
| (16) Domestic science or manual training | 1 unit. |
| (17) Commercial geography ² | 1 unit. |
| (18) Arithmetic ² | 1 unit. |
| (19) Bookkeeping | 1 unit. |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 4 units from any of the foregoing subjects, or from other subjects approved by the secondary schools towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification may count towards these 4 units.

III. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examination in the subjects as required under "A" and "B." Ex-

¹ History includes: ancient; mediæval and modern; English; American history and civics; and current events.

² Half units in these subjects will also be accepted.

aminations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he secures by examination or certification a total of at least 5 of the 10 units required. Examinations cannot be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Entrance Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any subjects under "A" and "B" in which the applicant has a record of B, or 80 per cent., in the last year in which such subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B." In addition to units granted by certification candidates must present credentials for subjects under "C."

VI. *Admission as Special Students.* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one year's course without examination or other requirements.

VII. *Admission to Special Courses.* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

SCHEDULE OF EXAMINATIONS.

Thursday, June 18, 1914.

| <i>Morning.</i> | <i>Afternoon.</i> |
|---------------------------|-------------------------------|
| 8.30- 8.45. Registration. | 1.30-2.30. Geometry. |
| 8.45-10.30. English. | 2.30-4.00. Latin, arithmetic. |
| 10.30-11.30. History. | 4.00-5.00. General science. |
| 11.30-12.30. Algebra. | |

Friday, June 19, 1914.

| <i>Morning.</i> | <i>Afternoon.</i> |
|---|--|
| 8.15- 8.30. Registration. | 1.30-2.30. Chemistry, physics. |
| 8.30- 9.30. Drawing, stenog- raphy. | 2.30-3.30. Physiology, bookkeep- ing. |
| 9.30-11.00. French, German, cur- rent events. | 3.30-4.30. Biology, botany, zoöl- ogy. |
| 11.00-12.00. Physical geography, commercial geography. | 4.30-5.30. Domestic science or manual training. |

Tuesday, Sept. 8, 1914.

| <i>Morning.</i> | <i>Afternoon.</i> |
|---------------------------|-------------------------------|
| 8.30- 8.45. Registration. | 1.30-2.30. Geometry. |
| 8.45-10.30. English. | 2.30-4.00. Latin, arithmetic. |
| 10.30-11.30. History. | 4.00-5.00. General science. |
| 11.30-12.30. Algebra. | |

Wednesday, Sept. 9, 1914.

| <i>Morning.</i> | <i>Afternoon.</i> |
|---|--|
| 8.15- 8.30. Registration. | 1.30-2.30. Chemistry, physics. |
| 8.30- 9.30. Drawing, stenog- raphy. | 2.30-3.30. Physiology, bookkeep- ing. |
| 9.30-11.00. French, German, cur- rent events. | 3.30-4.30. Biology, botany, zoöl- ogy. |
| 11.00-12.00. Physical geography, commercial geography. | 4.30-5.30. Domestic science or manual training. |

Physical Examination. — Dr. Isabel Weston, the school physician, will be at the gymnasium on June 18 and Sept. 8, 1914, at 10 o'clock A.M. to examine, without expense to the candidate, all women candidates for admission to the school.

COURSES OF STUDY.

ELEMENTARY COURSES.

Two-year Course. — The elementary course of two years is designed primarily for those who aim to teach in the public schools in grades below the seventh. The course includes: —

I. The study of the educational values of the following subjects and of the principles and methods of teaching them: —

(a) *English*. — Reading, language (oral and written composition), grammar, English and American literature.

(b) *Mathematics*. — Arithmetic.

(c) *History*. — Biographical stories, American history.

(d) *Science*. — Practical science, nature study, gardening, geography, physiology and hygiene.

(e) Manual arts, vocal music, penmanship, physical training.

II. (a) The principles of education; the application of these principles in school organization and school government and in the art of teaching; the school laws of Massachusetts.

(b) History of modern education.

(c) Observation and practice in the model school. Ten weeks of apprentice teaching.

FIRST YEAR.

| First Term, Junior 1. | Periods per Week. | Second Term, Junior 2. | Periods per Week. |
|-----------------------------|----------------------|--------------------------|----------------------|
| English | 3 | English | 3 |
| Reading | 3 | Reading | 3 |
| Vocal music | 5 | Arithmetic | 4 |
| Practical science | 5 | Geography | 3 |
| Practical arts | 2 | Practical arts | 2 |
| Drawing | 2 | Drawing | 2 |
| Gymnastics | 2 | Model school | 4 |
| Penmanship | 1 | Gymnastics | 2 |
| | | Penmanship | 1 |

SECOND YEAR.

| Third Term, Senior 1. | Periods per Week. | Fourth Term, Senior 2. | Periods per Week. |
|----------------------------|----------------------|--------------------------------|----------------------|
| Literature | 3 | Literature (half term) | 5 |
| Penmanship | 1 | Nature study | 3 |
| Nature study | 3 | Hygiene (half term) | 5 |
| Geography | 4 | History of education | 1 |
| History | 4 | Penmanship | 1 |
| Practical arts | 4 | Gymnastics | 2 |
| Drawing | 2 | Educational psychology | 10 |
| Gymnastics | 2 | <i>Teaching five weeks.</i> | |
| <i>Teaching ten weeks.</i> | | | |

Kindergarten-primary Course.—This course requires three years for its completion and is designed for those who desire to equip themselves more fully for teaching little children. It trains teachers to work in the primary grades with a proper use of kindergarten methods. The demand for such teachers is in excess of the supply. The course includes:—

(a) *Subjects in the Two-year Course of Studies.*—English, nature study, hygiene, vocal music, drawing and practical arts, gymnastics, history of education and educational psychology.

(b) *Kindergarten Theory and Practice.*—This group includes Froebel's mother play, with collateral reading to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life; occupations and other handiwork adapted to little children; classification of songs, games and stories, with study of their educational value and practice in their use; program work, including the adaptation of all material to children of different ages; observation and practice in the kindergarten.

(c) *Primary Methods and their Application.*—This group includes observation in all grades of the model school; school hygiene and child study as outlined in the training department; methods and materials used in teaching reading, writing, number, nature study, music and manual arts; teaching in the first three grades of the model school and one-half year of apprentice teaching.

FIRST YEAR.

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|--------------------------|----------------------|-------------------------------|----------------------|
| English | 4 | Literature | 3 |
| Reading | 4 | Reading | 2 |
| Vocal music | 4 | Practical arts | 2 |
| Practical arts | 2 | Drawing | 2 |
| Drawing | 2 | Gymnastics | 2 |
| Gymnastics | 2 | Penmanship | 1 |
| Penmanship | 1 | Kindergarten theory | 7 |
| | | Model school | 3 |

SECOND YEAR.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|----------------------------------|----------------------|------------------------------------|----------------------|
| Reading | 2 | Nature study | 3 |
| Practical arts | 2 | Primary methods | 4 |
| Drawing | 2 | Gymnastics | 2 |
| Gymnastics | 2 | Kindergarten theory | 5 |
| Educational psychology | 10 | Teaching in model school | 10 |
| Kindergarten practice | 4 | | |
| Kindergarten theory | 4 | | |

THIRD YEAR.

| Fifth Term. | Periods per Week. | Sixth Term. |
|--------------------------------|----------------------|----------------------|
| History of education | 1 | Apprentice teaching. |
| Kindergarten theory | 6 | |
| Primary methods | 5 | |
| Teaching | 10 | |

ADVANCED COURSES.

Three-year Course. — This course is intended for those who aim to teach in the *upper grades* of grammar schools. The first year corresponds, for the most part, to the first year of the two-year course, definite differentiation taking place at the beginning of the second year. Work in addition to that of the two-year course is taken in the following subjects:—

- (a) *English*. — Literature and reading for upper grades.
- (b) *Mathematics*. — Business arithmetic, mensuration.
- (c) *History*. — English history as a basis for American history; applied general history, and the history of education.
- (d) *Science*. — Nature study, practical science.

- (e) Drawing and minor crafts, blackboard sketching.
 (f) Methods in grammar grades. One-half year of apprentice teaching.

FIRST YEAR.

| First Term. | Periods per Week. | Second Term. | Periods per Week. |
|--------------------------------------|----------------------|--------------------------------------|----------------------|
| English | 3 | Nature study | 4 |
| Reading | 2 | Practical science | 4 |
| Nature study | 4 | Vocal music | 5 |
| Form study | 4 | Geography | 4 |
| Practical science | 4 | Drawing and practical arts | 4 |
| Drawing and practical arts | 4 | Gymnastics | 2 |
| Gymnastics | 2 | Penmanship | 1 |
| Penmanship | 1 | | |

SECOND YEAR.

| Third Term. | Periods per Week. | Fourth Term. | Periods per Week. |
|--------------------------------------|----------------------|--------------------------------------|----------------------|
| English | 4 | English literature | 3 |
| Reading | 2 | Economic chemistry | 3 |
| Arithmetic | 5 | Physiology (half term) | 5 |
| Geography | 4 | Geography (half term) | 5 |
| Drawing and practical arts | 4 | History | 5 |
| Gymnastics | 2 | Drawing and practical arts | 4 |
| Model school | 2 | Gymnastics | 2 |

THIRD YEAR.—CLASS B.

| Fifth Term. | Periods per Week. | Sixth Term. |
|------------------------------------|----------------------|---|
| American literature | 4 | Apprentice teaching in neighboring towns. |
| Educational psychology | 10 | |
| History of education | 4 | |
| Teaching in model school | 4 | |
| Gymnastics | 2 | |

Four-year Course.—In addition to the required work of the three-year course, this course offers a fourth year of elective studies in the following subjects:—

I. English, mathematics, industrial physics, economic chemistry, advanced nature study and gardening; geology as applied in the study of geography; manual arts, history of art, and the modern languages.

II. School administration, educational literature, and an intensive study of some of the leading educational problems.

The Board of Education has voted to discontinue the regular four-year course after July 1, 1917. Hereafter, only students with sufficient advanced standing to enable them to enter classes already formed

will be admitted to the four-year course. The Board of Education has under consideration the establishment in the Bridgewater Normal School of a graduate course of instruction designed for experienced teachers who desire to equip themselves for positions as principals and superintendents of schools, and for other administrative lines of work. Such a course, it is planned, shall be open only to college or normal school graduates who have had at least two years of successful experience as teachers.

CONDITIONS FOR GRADUATION.

Diplomas designating the course taken are granted for each of the above courses. The statute laws of Massachusetts require that teachers in the public schools of the State shall be "persons of competent ability and good morals," and that they shall have the power to teach and govern the schools. Before a diploma is granted, therefore, these conditions must be met to a satisfactory degree.

SPECIAL COURSES.

Candidates for these courses are not required to take the entrance examinations.

I. Teachers of three years' experience who bring satisfactory testimonials regarding their work and their character, may select a course approved by the principal. The course may be adapted to preparation for teaching in primary or grammar grades, or for departmental teaching. A certificate is given upon the completion of a course of one year; for a two-year course a diploma is granted. A minimum of twenty periods per week is required.

Required Subjects. — (1) Principles of education. (2) History of education. (3) A limited amount of teaching under supervision.

Elective Subjects. — The principles and method of teaching any of the subjects of the elementary or advanced courses.

II. Graduates of normal schools may select a postgraduate course of one or two years, which shall include the principles of education.

III. College graduates may select a course of one year, for which a diploma will be granted upon its completion. A minimum of twenty periods per week is required.

Required Subjects. — (1) Principles of education, the art of teaching, school organization, school government, school laws of Massachusetts. (2) History of education.

Elective Subjects. — The principles and method of teaching any of the subjects of the different courses.

DEPARTMENTS OF INSTRUCTION.

The work in all the departments is based on the following essentials for successful teaching: —

1. *A professional attitude* toward the subjects to be used in teaching. A new point of view has to be established: the subjects are worked out as instruments of instruction for children. There are three sets of subjects in the courses: (a) the curriculum subjects, which include the material used directly in the teaching of the grades; (b) the contributory subjects, on which the elementary subjects are based and toward which they are tending, and the material to be used indirectly in the teaching; (c) the study of pedagogy and the history of education, for the purpose of organizing the principles of education and methods of instruction into definite form, as a guide to the professional work and study of the teacher. The study of pedagogy includes child study and school hygiene in connection with the observation and practice.

2. *A background of knowledge* of the essential truths of the subject to be taught. This implies a careful selection of the essential facts in the different subjects from the point of view of the teacher. The educational value of this material is emphasized.

3. A very careful development of the work to be done in the grades, including the choice of material and the *method of teaching* from the point of view of the development of the children and in accordance with their experiences. The general method is given by the instructors in the normal school in connection with the class work; the detailed method in each grade is given by the supervisor of training and by the critic teachers in connection with the practice work.

ENGLISH LANGUAGE.

Language. — The elementary facts of language are organized from the teacher's standpoint: (a) the language of action, considered with reference to life and conduct in the schoolroom, in the street and in the social relations; (b) conventional language, — oral and written, — with the special uses of each variety.

The course aims to secure the correct use of oral and written English by means of:—

1. *Oral presentations* of subjects of general interest to the class, to cultivate class sympathy, self-confidence and the ability to organize subject-matter; also to reveal unconscious habits of speech which need to be corrected.
 2. *Written themes*, chiefly to develop that power of clear exposition which is essential to the teacher.
 3. *Note-taking*, with insistence upon accuracy and good form.
 4. *Correction* of themes and other written matter by students, in preparation for similar work to be done later in the schools.
 5. Analysis of the spoken word, to discover elementary sounds, syllabication and accent, with their bearing upon correct *pronunciation*; analysis of the written word, to discover relations between sound and symbol and their bearing upon correct *spelling*, oral and written; application of these analyses to the teaching of children.
 6. Etymology treated as a key to the meaning of new words.
 7. Co-operation with other departments in teaching the special vocabulary of each department.
- Grammar.* — The facts of sentence construction organized:—
1. To teach recognition of the sentence as a unit of speech.
 2. To discover the principles underlying the present day use of word-forms as these occur in well composed sentences.
 3. To evolve a terminology adapted to the needs of young pupils and based upon the present condition of the English language.
 4. To establish standards which shall rationalize the speech of the teacher and his pupils.

LITERATURE.

This course has two aims, — the professional culture of the teacher and direct preparation for teaching English in the grades. It includes (a) a wide range of reading, especially of American and English literature, with careful study of a few selected works for the purpose of developing appreciation of a piece of good English; (b) elementary composition, oral and written, with themes relating to literature; (c) a study of Greek and Norse myths, for familiarity with many myths, for consideration of their meaning and value, and for discussion of their treatment in the grades. Dramatization.

American Literature (Advanced Course). — A general study of American literature as a record of the thoughts, feelings and imagination of the American people.

This course aims (a) to acquaint the student with literary expression

called forth by events of the colonial, revolutionary, and national periods; (b) to furnish the prospective teacher with literature that may be used in teaching American history.

Advanced Course. — (a) Study of the history of the English language as it has been affected by the political, social and industrial life of the people, as a help to the more effective teaching of the language; (b) study of typical selections of narrative, emotional and reflective poetry and essays.

READING.

The department of expression aims: (a) to develop the student's love and appreciation of literature, and to make these the vital basis of the art of reading; (b) to prepare directly for teaching reading in the different grades of schools.

From the point of view of professional literature the students (a) are led to read widely in the literature of childhood; (b) are taught to interpret orally the "literature of power" with some degree of personal mastery; (c) are trained in the use of voice and body.

From the point of view of the content and method of teaching reading in the elementary grades the course includes: —

1. *Phonics* — with application to work in the different grades.
2. *Literature* taught in connection with the analysis and oral rendering of selections from the poetry and prose commonly found in public school courses in literature and reading; story telling, based on the rendering of fables, fairy tales, folk tales, cumulative stories, myths and legends, biographical and historical stories; literature for special occasions; children's plays.
3. *Methods of illustrating literature*, — dramatization; paper cutting; use of crayons, brush and ink, and water colors.
4. *Use of pictures* in connection with the reading lesson, — prints, blackboard sketching, illustrations in books.
5. *General reading* of recreational and informational literature. How to interest children in general reading and establish in them the reading habit.
6. *Sight reading*, oral and silent. Value, material to be used, how conducted. Reading to children; memory selections.
7. *Seat work* — purpose and method.
8. *Textbooks* in reading; points for judging them; discussion of the leading methods in use for teaching reading.
9. *Hygiene* of reading. (a) Reading fatigue; (b) speech defects; (c) backwardness in speech.
10. *Simple technique* of children's reading.

A dramatic club is organized for the young women of the school.

The following courses are offered to the *men*: —

1. Extemporaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body.
2. Study of the principles of public speaking; preparation and delivery of short addresses on original topics; preparation of briefs; practice in debating, individually and in teams.
3. Methods of teaching reading in the public schools.

ARITHMETIC.

1. Discrimination of essential subject-matter to be taught and of the order of teaching.

2. Fundamental ideas governing the teaching of arithmetic: knowledge of the subject should grow out of practical experience; the importance of visualizing as an aid to the study of relations; the importance of drill in order to form correct habits; the power of its use to be developed by letting pupils discover for themselves.

3. Detailed study of the following topics: —

- (a) "Number work" in the lower grades.
- (b) Formal study of notation and the processes.
- (c) Units of measure, — simple work for the lower grades; "store arithmetic;" mensuration.

(d) Fractions, — the unit, common and decimal fractions; percentage and its applications.

4. Problems of various kinds used in schools.

Business Arithmetic (Advanced Courses). — The principal topics considered are the exchange of property, accounts, commercial papers, business forms. They are taken up as applications of the fundamental principles of arithmetic.

The following subjects are discussed with the idea of making the prospective teacher somewhat familiar with financial affairs: the care and use of money; the advantages of possessing capital; the relation of the individual to the system of banks and the use of negotiable paper; the advantages and disadvantages of the various methods of investing savings; the relation of the individual to the insurance system.

Mensuration. — Inductive observational work with practical applications, including field exercises. Construction: (1) with ruler, square and protractor; (2) with ruler and compasses. Mensuration for common areas and volumes, — working formulæ derived and applied. The method of teaching elementary algebra as an extension of arithmetic is considered.

PRACTICAL SCIENCE.

The work is based on the belief that every teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in other subjects, as in geography, physiology and nature study. The teacher should also be able to help children to a clear understanding of the allusions met in their reading; should know something of the construction and operation of common instruments in which children are interested in the schoolroom and in the home, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse.

The *aim* is to present in a systematic way as many of the truths most likely to be needed as time will allow, deriving these truths, in large measure, from the familiar experiences of common life; and to lead the students to see how the truths thus derived are related in other ways to their own lives and the lives of their pupils.

Physics. — Some of the topics considered are, — the production of dew, fog, clouds, rain, frost and snow; ocean and atmospheric currents, land and sea breezes; capillary action; diffusion of liquids; osmose; floating of ice; tides; twilight; eclipses; use of compass; evaporation, absorption, solution; why a balloon rises; shining of the moon; echoes; shadows; the rainbow; pump, siphon; thermometer, barometer; sewing machine; piano, violin and other musical instruments; electric bell; steam engine; reflection and refraction of light; modes of transfer of heat, kinds of heating apparatus, production of draughts.

Chemistry. — Practical study of those truths of chemistry which will acquaint the students with the important facts of their chemical environment and show how this knowledge can be used in the school subjects and in practical life. Emphasis is laid upon applications to home activities, agriculture and manufacturing.

1. Some chemical operations needed for the interpretation of nature and human industries. Making solutions, crystals and chemical precipitates; filtering, distilling, sublimating and fusing.

2. *Chemistry of Air.* — Uses of oxygen, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; properties and uses of nitrogen, with emphasis on its use in natural and artificial fertilizers and explosives; preparation, properties and uses of carbon dioxide, to understand the relation of plants to animals, the need of ventilation, and some of the changes in minerals.

3. *Flame and Fuel.* — Structure, products and order of combustion in a typical flame; how to start, control and extinguish fire; uses of a chimney; ventilation; characteristics of a good fuel.

4. *Study of Water.* — Physical and chemical properties of water, to appreciate its many uses; simple tests for the purity of drinking water; location, curbing protection, and ventilation of wells and springs; occurrence of water in minerals and organic bodies.

5. *Acids and Alkalies.* — Their relation to each other; application to gardening and industries.

6. *Metals.* — Study of typical specimens to find their properties; consideration of their uses and their relation to acids; tests for poisonous metals in solution; alloys.

7. Simple study of starch and gluten, and the chemistry of bread making.

Economic Chemistry (Advanced Course). — Instruction in the chemical conditions for good health, human efficiency and progress, and how to secure these conditions for the individual and for the community. Laboratory and class study of what we breathe; what we drink and use for cleansing; what we use for fuels and illuminants; foods and food values; adulterants and methods of detecting them; bleaching, dyeing and care of textiles; observation and assistance in the domestic science class of the model school.

NATURE STUDIES.

Common Minerals and Rocks. — As very few students come with even the slightest acquaintance with this subject, the course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to gravel hill, clay pit, ledge, quarry, foundry and mill. It includes:—

1. The practical study of a few common minerals, building stones, and typical kinds of soil, with constant applications to the study of geography and to the industries.

2. Some effects of heat and chemicals upon minerals, with reference to the industries, such as the smelting of ores and the making and using of lime and mortar, land plaster and plaster of paris.

3. *Decay of Minerals.* — Simple study of specimens in all stages of change. Consideration of the agents and forces operating to crack, split, crumble, erode, weather and transform minerals; also the action of wind, moving water and ice in transporting, sorting and depositing the products of the change.

4. *Soils.* — Mineral and other constituents of soil; texture in relation to agriculture; how soils deteriorate and how to prevent deterioration; how to improve soil.

Common Plants and Animals. — The topics are arranged according to the season, and are studied with constant use of the science garden and greenhouse.

1. *Growth and Metamorphosis of Insects.* — Eggs and larvæ are collected; a simple vivarium is prepared for the larvæ, fresh food is supplied daily, and a careful record is kept of all the changes.

2. *Injurious and Helpful Insects.* — Following the original investigation, students begin to gain acquaintance with the insects of the garden. They study the form, habits and means of combating the plant louse, click beetle, cutworm, dragonfly, grasshopper, bee, mosquito and fly. They search the records to learn the following facts about each: (1) in what stages of development the insect is harmful or helpful; (2) at what date measures should be taken to check them; (3) what is their mode of escape; (4) where does metamorphosis take place.

3. *Flowers and Fruits.* — The flower, its parts and their function; cross or self-pollination; fertilization; seed formation; the creation of new varieties of plants. From their collection of fruits the pupils discover (1) the function of the fruit; (2) the agents of distribution; (3) the conditions which determine the agent of distribution.

4. *Common Trees.* — The approach to the knowledge of trees is by the leaf. This is followed by work out of doors on the outline of the tree and the character of the bark and winter bud. Lumber value, duration and distribution of the important trees. Preservation of forests.

5. *Animal Lessons.* — The typical animals of the locality are made the basis of observation and reading to determine their activities, adaptive structures and relations to man.

6. *Nonflowering Plants.* — Simple acquaintance with the common forms met with in the locality, — fungi, lichens, mosses and ferns. The means of distinguishing; adaptation to locality; economic use or injury.

7. *Bird Study.* — Identification, habits, songs, and relation to successful agriculture. The class learns to recognize the common birds of the vicinity; then their feeding and nesting habits are learned. The class determines whether the bird merits protection or destruction. This leads to sympathy with laws for bird protection and is far-reaching in its influence.

Indoor work with the birds is supplemented by early morning walks with the teacher. Groups of students with bird-glasses furnished by the school, go to the woods and there associate song and behavior with form and color already studied.

8. *The Seed.* — Function of its parts; germination.

9. *Plant Study.* — Experimental study of functions of leaf, stem and root. Habits of growth which determine survival.

SCHOOL GARDENING.

Elementary. — Each student applies this study by cultivating a flower and vegetable garden. Seeds are tested; plans are arranged for each garden; soil is prepared for seeds; and the plot is cultivated for its special purpose. A number of students also work in co-operation on plots designed for decorative or other special purposes and direct groups of children in planting these gardens.

Elective. — Propagation of plants for the garden and grounds from seeds, bulbs and cuttings; grafting of fruit trees for the nursery and home orchards; experience in trimming shrubs and trees; experiments on plants for a more thorough understanding of plant processes; raising of special crops under a variety of conditions. Life histories of useful and injurious insects worked out in garden and greenhouse. Methods of spraying.

GEOGRAPHY.

A study of man's physical and social environment, as determining his activities and development. The following lines of work are taken up:—

- (1) The earth as a planet, for the underlying principles of astronomical geography, including the effects of the earth's rotation and revolution.
- (2) The atmosphere, for the great laws of climate.
- (3) The ocean as a modifier of continents and climate and as a great commercial highway.
- (4) The evolution of topographic forms and the uses which man makes of them, with the qualities which render them thus useful.
- (5) The people in their industrial and institutional life, including the development of the great industries and institutions among men, and a comparative study of the great commercial nations.
- (6) Locational geography, to fix important facts of location for general intelligence.
- (7) Field work and laboratory exercises, for the practical application of principles learned.
- (8) The preparation of materials and exercises for teaching.
- (9) Practice in conducting class exercises.
- (10) The study of a graded course in geography to determine its adaptation to practical school work.
- (11) Juvenile literature appropriate for grade work in geography.
- (12) Schoolroom appliances for teaching the subject.

Special emphasis is placed throughout the course upon the industrial side of the subject. Our natural resources, with their influence upon national life and the importance of their proper conservation, are carefully studied.

An excellent electric lantern, with a collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts, models and instruments are constantly at hand for study.

Physiography (Advanced Course).—The purpose of the work in physiography is to give the student such an understanding of the great facts connected with the development of the earth's crust as to enable him easily and accurately to interpret the more important geographical problems that may arise in connection with the ordinary teaching of geography.

PHYSIOLOGY AND HYGIENE.

The purpose is (1) to give the student an intelligent appreciation of the important laws of hygiene and the habit of living in obedience to these laws; (2) to enable the prospective teacher to give intelligent care and hygienic training to the children under her instruction.

The following lines of work are taken up:—

1. The various systems of the body, for (a) the essential facts of anatomy, (b) the functions of the various systems and organs, (c) the fundamental laws of health, (d) effects of alcohol and narcotics.
2. Foods and food values.
3. A study of the principles of sanitary science, including such topics as (a) ventilation and heating, (b) plumbing and drainage, (c) water and milk supply, (d) preparation and preservation of food, (e) bacteria in relation to disease, (f) contagious and infectious diseases, (g) disinfection and vaccination, (h) relation of food, air and water to disease, (i) school hygiene, (j) personal hygiene.

PHYSICAL TRAINING.

Gymnasium work is required of the women twice a week during the course. The purposes of the department are:—

1. To aid the student in attaining the highest degree of physical efficiency and bodily symmetry.
2. To enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth.
3. To furnish her with means to improve and preserve the physical integrity of the pupils entrusted to her care.

The course includes: (1) practical talks on personal hygiene; (2) a study of the principles and applications of educational gymnastics; (3) instruction and drill in gymnastic positions, movements and exercises; (4) squad and class drills directed by students; (5) the analysis of plays and games suitable for the schoolroom and school yard; (6) observation of gymnastic work with children and practice in teaching

them under public school conditions; (7) emergency lessons in checking the flow of blood, resuscitation, transportation and practical treatment of the common accidents and emergencies of school life; (8) classic dancing, rhythmic exercises and æsthetic movements; (9) folk lore dancing; (10) corrective gymnastics; (11) anthropometry in its application to the strength tests of the students, and instruction in measurements of school children.

Athletics. — In the fall and spring, as the weather permits, the lawns surrounding the school buildings and the campus are used for games with students and children.

Instruction is given in basket ball and hockey, both for the recreative element in them and to furnish a means of establishing the teacher's attitude toward wholesome sport and hygienic athletics for girls and boys.

HISTORY.

American History. — The organization of American history into its great periods of development is made the basis of history teaching. In each period the students determine the problem to be worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crises, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bearing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civic service on the part of each individual. The work is conducted in the library of history, to teach how to use a library. Use of lantern slides; preparation of maps and tables; use of pictures, and study of sources of history; adaptation to a graded course of study; how to use the textbook; practice in organizing biographical stories, in preparing drill exercises and in conducting discussions.

English History (Advanced Courses). — A brief study is made of the great movements in the development of English institutions, for the purpose of finding the foundations on which United States history is based. It gives a setting for the historical stories, in the reading books, of great English characters.

General History (Advanced Courses). — The purpose of the course is to trace, in a broad way, the development of Oriental, classic and Teutonic peoples, (1) as a basis for the study of the history of education, (2) as a basis for teaching historical stories, (3) as supplementary knowledge to be used in the study of the geography of different countries.

HISTORY OF EDUCATION.

The purpose of this course is to emphasize the principles and methods of teaching by tracing their geneses and development; to broaden the horizon of the teacher through an acquaintance with the work of a few great leaders in education; to emphasize the relation of the spirit and environment of a people to their elementary and higher education; to lay a foundation for future educational reading and discussion.

DRAWING AND PRACTICAL ARTS.

Two parallel, correlated courses are offered, one in drawing and design, the other in handicrafts. These are planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with processes which they may use in teaching children.

In the two-year course emphasis is placed upon the more elementary forms of drawing and handiwork. The work includes elementary forms of construction, picture composition and blackboard sketching. In the longer courses more advanced forms of these subjects are taught and wider and more varied experiences are offered, both in the technique of the subjects and in their application to work with children in the different grades of the training school. In the kindergarten-primary course the work is especially planned to meet the needs of primary teachers. It aims to develop facility and appreciation, and to give experience in picture composition to be used for illustrative purposes in teaching children; also to develop power to draw for children. It includes more blackboard drawing than the other courses.

The topics studied are those in general use in the public schools, and may be grouped as follows:—

1. *Color theory*, and its application by imitating, selecting and harmoniously combining colors.
2. *Plant drawing*, with application to designs for decorative purposes.
3. *Composition* (which includes object drawing and perspective principles), with application to the illustration of school subjects.
4. *Design* in correlation with handiwork.
5. *Mechanical drawing*, with application to the making of maps, diagrams and working drawings.
6. *Blackboard sketching* for illustrative and decorative purposes in the schoolroom.

7. *Handiwork.* — The correlated handiwork includes practice in the following industrial processes: cardboard and paper constructions; bookmaking and bookbinding; weaving and basketry; clay modeling; elementary sewing.

(*Advanced Course*). — Students on the longer course are offered advanced bookbinding and bench work in wood; practice in working out, with groups of children, correlated projects in various materials; history of art. A special course in mechanical drawing and bench work is offered for the men.

PENMANSHIP.

Penmanship is taught for the purpose (1) of developing a plain, practical style of writing, and (2) of preparing to teach penmanship in the grades.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. The seniors are also given blackboard practice, practice in counting and in teaching lessons before their own classes, and have abundant opportunity to observe the teaching done by the supervisor and the regular teacher in the model school. During the senior year the supervisor outlines a scheme for each grade.

VOCAL MUSIC.

1. Music, as an art, is the means of expressing and exciting thought and emotion. Students are instructed in the proper use of the voice, and in the importance of good enunciation and tone quality as a basis for the artistic rendering of songs. Practice is given in teaching rote songs and in conducting class exercises, both in individual singing and in chorus work. Instruction is also given in the writing of simple melodies as a further means of expression and as a means of acquiring additional material for future work. Much time is given to ear training.

2. Music, as a science, is the knowledge of the properties and relations of tones. These properties — force, length, pitch and timbre — are taken up successively, first, to study the single tone with regard to each property and to the modes of indicating or representing it, and second, to study tones in their relation to one another with respect to each of these properties.

3. One period a week is devoted to gaining a knowledge of the works of some of the great masters and of the forms in which they wrote, by means of pianola and Victor records, and to chorus practice. There are also weekly recitals out of school hours for all who wish to attend. A ladies' glee club is organized.

4. Opportunity for practice in teaching music is given in connection with the work in the training school.

EDUCATIONAL PSYCHOLOGY.

1. *The educational study of man* to find the principles of education which underlie all true teaching, including the study of the structure, function and normal action of the human body as the instrument of the mind.

2. *The consideration of the educational study of subjects* to get the principles of the subject, and to find its pedagogical value.

3. *The analysis of the art of teaching*, to find definite directions for the practice of the art. The selection and arrangement of subject-matter. The presentation of truth. The motives to study. Study by the pupils. Examination of pupils. Object and method of criticism. The teacher's daily preparation.

4. *The study of school organization* to find what it is to organize a school. The advantages of a good organization. Opening of the school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.

5. *The study of the principles of government* to find what government is; what school government is. The basis of the teacher's right to govern. The end of school government. The motives to be used in school government and the method of their application.

6. *The observation and practice of teaching* to see the aim, motive, method and product of teaching as exemplified in a good school.

7. *The study of the teacher's personality* to find how he may make himself most acceptable to those for whom and with whom he works.

8. *School laws of Massachusetts.*

MODERN LANGUAGES.

(ELECTIVE.)

French, German and Spanish are offered for four-year students who wish to extend their work in the high school. Elementary and advanced divisions are formed according to the preparation of the students.

LATIN AND GREEK.

(ELECTIVE.)

The subjects are studied mainly for the purpose of increasing the power of expression in the vernacular by careful and accurate translation; also by constant study of etymology and derivation, to gain a knowledge of the meaning of English words derived from Latin and Greek.

TRAINING DEPARTMENT.

The work of this department is carried on in connection with the training school. The purpose of the training school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It is one of the public schools of the town and includes a kindergarten and nine elementary grades. It has a principal and twelve regular teachers, under whose direction the normal students observe and practice.

Course I. — Observation in the model school, to give familiarity with schoolroom conditions and methods. The observation extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Course II. — This course is correlated with Courses I., III. and IV. It includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching the subjects of courses of study for primary and grammar grades; some research work related to educational problems of the day and to pedagogical literature.

Course III. — *Intensive Teaching.* After careful observation the students serve as assistants in at least two grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises.

Course IV. — *Apprentice Teaching.* Teaching, under supervision, in the schools in near-by towns and cities, for breadth of experience in teaching and in discipline. Opportunity is given for substituting.

These schools represent all conditions, from the rural school to the fully equipped graded city school.

School Administration (Advanced Course). — This course is offered to all the men of the school and to those women who are fitting for positions as principals and general supervisors. The work in school administration includes a study of the fundamental principles of school management, together with the methods and devices best adapted to promote self-control in the pupils. It furnishes opportunity to study some of the executive problems in the modern graded school, and to become acquainted with some of the leading methods of instruction, classification and promotion of pupils. The students are introduced to the duties of a principal in organizing his school so as to promote the physical, mental and moral welfare of the pupils and increase the efficiency and helpfulness of the teachers; they are also given practice in the keeping of records, computing school statistics, making reports and ordering textbooks and supplies. As prospective principals or superintendents, they make a careful study of such problems as are included in the location, construction and furnishing of a modern school building, with best methods of lighting, heating and ventilating the different types of schoolhouses.

GENERAL INFORMATION.

LOCATION.

Bridgewater is one of the most pleasant and healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston on the Plymouth Division of the New York, New Haven & Hartford Railroad, and is easily reached by train and trolley from all parts of the State. The buildings and grounds of the State Normal School are attractively located near the center of the town, ten minutes' walk from the railway station.

BUILDINGS AND EQUIPMENT.

The main school building is a massive brick structure, divided into three connecting sections affording good light and air in all the rooms. Front, rear and side entrances and ample corridors and stairways give

easy entrance to all parts of the building and rapid exit therefrom. It is well supplied with water, is heated and ventilated by the fan system, has a heat-regulating apparatus and electric time and electric light service. In this building are the principal's office, assembly hall, libraries, and the offices, classrooms and laboratories of the different departments of the school. One-third of the building is devoted to the model school.

The school has a large and valuable library of reference books with topical card catalogues. Each department also has its own library of books especially devoted to the subjects taught in the department.

The Albert Gardner Boyden gymnasium, a new brick structure, is a model of architecture and perfectly adapted to its uses. It serves the school not only for physical training, but also as a place for indoor sports, social gatherings and banquets.

Four residence halls have been erected and furnished by the State for the accommodation of lady teachers and students. In Normal Hall, the oldest of these buildings, are the administrative offices and dining rooms. Woodward Hall contains sixteen rooms. Tillinghast Hall, erected in 1896, contains thirty-seven residence rooms. The new dormitory, completed in September, 1911, contains ninety rooms. Each building has its own reception and reading rooms, is heated by steam, lighted by electricity and thoroughly ventilated. The halls are in charge of the principal of the school and the dean.

The natural science garden is the gift of Mr. Albert G. Boyden, Principal Emeritus of the school. It serves as an out-of-door laboratory for biology, geography and school gardening.

The greenhouse, an important adjunct of the work of the natural science garden, is the gift of Mrs. Elizabeth R. Stevens, a graduate of the school.

The Campus. — Boyden Park comprises six acres of land across the street east of the buildings. It has a beautiful pond in the center, shade trees, and pleasant walks dividing it into open areas for tennis courts and for other outdoor sports. Adjoining the park is Normal Grove, a half acre of fine chestnut trees. South Field, across the street on the south side, includes two acres of level ground which are used for athletic sports.

EXPENSES.

Tuition. — To residents of Massachusetts declaring their intention to teach in the public schools of the Commonwealth, tuition is free. Residents of other States, and residents of Massachusetts who

intend to teach in other States or in private schools, may be admitted upon the payment of tuition at the rate of \$50 a year, one-half of which amount is payable at the beginning of each term, or half year; provided, that the admission of such students does not exclude or inconvenience residents of Massachusetts intending to teach in the public schools of the Commonwealth.

Board. — The price of board for those who live in the residence halls is \$160 a year, \$40 of this amount being due at the beginning of each quarter of ten weeks. This rate is made on the basis of two students occupying one room and taking care of their room. Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge. An extra charge is made to students occupying a room alone, and for board during any regular recess or vacation.

Deductions are not made from the above rate for absence, unless it is on account of illness or for some other good reason. When absence is necessary a deduction of \$3 will be made for each full week of such absence.

For men attending the school, rooms will be found in private families near by, at prices varying according to the kind of room desired. Board can be obtained by them at the school boarding hall for \$3 a week.

Payments must be strictly in advance and should be made without the presentation of bills. A diploma will not be granted until all school bills are paid.

Checks should be made payable to State Normal School at Bridgewater, and when sent by mail should be addressed to the school.

Transient rates for guests and visitors are as follows: by the day, \$1.50; breakfast, 20 cents; luncheon, 25 cents; dinner, 35 cents; single room, 75 cents.

Other Expenses. — Women students will require a gymnasium suit, gymnasium shoes, rubber bathing caps and bath towels. Arrangements for these are made with the instructor in physical training at the beginning of the course. They are obtained at cost prices, and it is intended that the expense shall not be more than \$10.

The use of textbooks is free. Students purchase their own note books and writing materials, and also pay for their drawing kits, printed outlines of studies, breakage, and all supplies carried away from the school for their future use.

ROOMS IN THE RESIDENCE HALLS.

Rooms in the residence halls are supplied with furniture, including mattresses and pillows. Students are required to bring bed covering for single beds, towels, napkin ring and clothes bag for laundry. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

A reassignment of rooms is made at the end of each school year, preference in choice being given to those who have been longest in the school.

Candidates for admission who have applied for rooms in advance may select their rooms at the time of the June examinations in the order of the date of their application. All applicants, including those fully certificated, are expected to appear on the first day of registration in June to select their rooms and take the physical examination. After the June examinations rooms can be chosen at any time from those that are still available.

PECUNIARY AID.

The State makes an annual appropriation of \$4,000 for the normal schools to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given for the first half year of attendance, and is not given to students from the town in which the school is located. Applications are to be made to the principal in writing, and to be accompanied by such evidence as shall satisfy him that the applicant needs the aid. Blank forms for application will be furnished near the end of each term.

A loan fund, at present amounting to over \$2,000, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.

GOVERNMENT.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do without compulsion what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct.

Regular and punctual attendance is required of every member of the school. The advantages of the school, which are freely offered by the State, are expensive, and the State has a claim upon the student for

their faithful use. No student can afford to lose a single school day, unless it is absolutely necessary that he should do so.

Students must not make arrangements involving absence from any school exercise without previously obtaining permission, and must return punctually after any recess or vacation. Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the school he must return any of its books or other property which he may have and receive regular dismission; otherwise, he must not expect to receive any indorsement from the school.

REGISTER OF GRADUATES.

As complete a record as possible is made of the graduates, showing their scholarship, training and experience after graduation, together with such testimonials of their success in teaching as may be filed from time to time. Such data are accessible to superintendents and school committees, and enable the school to be of assistance both to its graduates and to those who are seeking good teachers. The graduates of the school are in demand and readily find places according to their ability and experience.

VISITORS.

Parents and friends of the students, school committees, superintendents, teachers and others who are interested in seeing its work and methods are cordially invited to visit the school at their convenience and to introduce young persons of promise who may desire to avail themselves of its advantages.

HISTORICAL SKETCH.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish \$10,000, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a

resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise \$10,000 for the erection of new buildings for this school. After vigorous competition it was decided to locate the school at Bridgewater, and the town granted to the school the free use of its town hall for three years. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed.

The school was opened Sept. 9, 1840, with a class of twenty-eight pupils,—seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the **first State normal school building erected in America.**

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

The growth of the school is shown by the enlargements made for its accommodation, as follows:—

In 1861 the school building was enlarged, increasing its capacity 70 per cent. In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students. In 1871 the school building was again enlarged, increasing its capacity 50 per cent. In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students. In 1881 a new building was erected for physical and chemical laboratories.

In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for outdoor recreations. In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of \$150,000. The same year the laboratory building erected in 1881

was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity 50 per cent. at a cost of \$75,000; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of \$55,000. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1910 an appropriation of \$175,000 was made for a new central power plant and for the erection of a new dormitory for ladies. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden.

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. In 1869 the four-year course was introduced, and an intermediate course, including the studies of the two-year course and electives from the advanced part of the four-year course, was also provided.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the center district public school near by was made a school of observation for the students of the normal school; in 1891 this school, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school.

REGISTER OF STUDENTS.

1913-1914.

SPECIAL COURSES.

ENTERED 1912.

| | | |
|--------------------------------------|-------------------------------|--------------------|
| Oliver, Mary Elizabeth J. | Teacher | Brockton. |
| Pérez, Micaela | Saltillo, Mex., Normal School | Saltillo, Mex. |
| Sepúlveda, Beatriz | Saltillo, Mex., Normal School | Saltillo, Mex. |
| Westgate, Ethel Estelle ¹ | Teacher | East Mattapoisett. |
| White, Kathryn Bernice | Mt. Holyoke College | Brookline. |

ENTERED 1913.

| | | |
|---------------------------------------|-----------------------------|---------------------|
| Burrill, Arthur Eugene | Teacher | Worcester. |
| Shea, Frank Patrick John ¹ | Middlebury College | New Bedford. |
| Chapman, Mary Dunbar | Teacher | Kingston. |
| Cole, Margaret Fletcher | Teacher | Salisbury. |
| Dunham, Annie Drew | Teacher | Island Creek. |
| Fairchild, Reyda Etta ² | Teacher | Brockton. |
| Faxon, Eula May | Teacher | Brockton. |
| Hutchinson, Lucy Isabel | Teacher | St. Johnsbury, Vt. |
| Macomber, Mabel Esther | Teacher | Westport. |
| Macomber, Sophie Emma | Teacher | Westport. |
| Mac Millan, Florence ³ | The Sorbonne, Paris, France | Brockton. |
| Moore, Bernice Mae | Teacher | Lakeport, N. H. |
| Newcomb, Teresa Eva | Teacher | St. Johnsbury, Vt. |
| Poole, Evelyn Alice | Teacher | Grafton. |
| Shepard, Marion | Teacher | Boston. |
| Winchester, Sadie Evelyn | Teacher | Brattleborough, Vt. |

Men, 2; women, 19.

FOUR-YEAR COURSE.

| | | |
|--------------------------|---------------|---------------|
| Churchill, Everett Avery | Bridgewater | Entered 1910. |
| Cushing, Josiah Stearns | Middleborough | " " |
| Hunt, Harold David | Bridgewater | " " |
| Lane, John Joseph | Rockland | " " |
| McCarthy, William James | Somerville | " " |
| McCreery, Walter Joseph | Fall River | " " |

¹ Present first term.² Present part of first term.³ Present second term.

| | | |
|--|------------------------|---------------|
| McDonnell, Bernard Joseph . | South Boston . . . | Entered 1910. |
| Barrows, Bernice Esther . | Carver . . . | " " |
| Henry, Susa Watson . | Brockton . . . | " " |
| Johnson, Edith Christina . | Milton . . . | " " |
| Kendrick, Edith Louise . | Brockton . . . | " " |
| Manchester, Almyra Sherman . | South Dartmouth . | " " |
| McCausland, Elizabeth Rebecca . | Whitman . . . | " " |
| McFadden, Iva Martha . | Haverhill . . . | " " |
| Nerney, Dolly Blanche . | Attleborough . . . | " " |
| Newton, Dorothy . | South Easton . . . | " " |
| Brooks, Charles Wilfred . | South Hanover . . . | 1911. |
| Dunn, Cornelius Francis . | Baldwinville . . . | " " |
| Kendall, Harold Lavern . | South Framingham . . . | " " |
| Le Lacheur, Embert Alexander . | Boston . . . | " " |
| Rau, William M. . | Roxbury . . . | " " |
| Wheeler, Daniel Gage . | Rockland . . . | " " |
| Arnold, Amy Edna . | Abington . . . | " " |
| Bishop, Susan Azuba . | Rock . . . | " " |
| De Mar, Mabel Florence ¹ . | Melrose . . . | " " |
| Drake, Harriet Frances . | Melrose . . . | " " |
| Fitzgibbon, Mary Margaret . | Athol . . . | " " |
| Wetherbee, Laeta Orene . | Fall River . . . | " " |
| Wiley, Helen Ruth . | Waban . . . | " " |
| Wright, Edith Lobdell . | Plympton . . . | " " |
| Andrews, Walter Howard . | Sharon . . . | 1912. |
| Burgess, Joseph Reed . | Rockland . . . | " " |
| Casey, Bartholomew Francis . | Bridgewater . . . | " " |
| Gulumian, Aram G. . | Chelsea . . . | " " |
| Harper, John Henry . | Allston . . . | " " |
| Ramsey, Edward Albert . | Middleborough . . . | " " |
| Wright, Eugene Allen . | Plympton . . . | " " |
| Anglin, Anna Loretta . | South Braintree . . . | " " |
| Churchill, Ruby Estelle . | Winthrop . . . | " " |
| Curran, Theresa Beatrice . | Brockton . . . | " " |
| Cutting, Esther . | Cambridge . . . | " " |
| Dillon, Madeleine Catherine . | Randolph . . . | " " |
| Gilbert, Mary Louise . | Brockton . . . | " " |
| Hunt, Margaret Murtel . | Quincy . . . | " " |
| Lane, Miriam Frances . | Brockton . . . | " " |
| LeBaron, Helen Eugenia . | Brockton . . . | " " |
| Lynch, Grace Pauline . | North Easton . . . | " " |
| Morell, Helen Frances . | Merrimac . . . | " " |
| Peterson, Helen Belle . | Auburndale . . . | " " |
| Thomas, Margaret Evelyn . | Rock . . . | " " |
| Walker, Alberta . . . | Needham . . . | " " |
| Arslanian, Kissag Hagop ² . | Boston . . . | 1913. |
| Cloues, Paul . | Newton Center . . . | " " |
| Mack, Alfred Russell . | North Easton . . . | " " |
| Mahoney, William Francis . | Rockland . . . | " " |
| Morse, Lester Forrest ² . | Middleborough . . . | " " |
| Sutherland, William Charles . | Bridgewater . . . | " " |
| Capen, Esther Rubie . | Stoughton . . . | " " |
| Farnham, Marion Olive ³ . | Montello . . . | " " |
| Frederick, Florence Ethel . | Brockton . . . | " " |
| Gustafson, Mabel . | Avon . . . | " " |

¹ Present first term.² Present second term.³ Present part of first term.

| | | | | | | |
|-----------------------------------|---|--------------|---|---|---|---------------|
| Knowles, Marian Edna ¹ | . | Campello | . | . | . | Entered 1913. |
| Knox, Alberta May | . | New Bedford | . | . | . | " " |
| Lewis, Florence Elizabeth | . | Keene, N. H. | . | . | . | " " |
| Sampson, Marion Louisa | . | South Hanson | . | . | . | " " |

Men, 26; women, 39.

THREE-YEAR COURSE.

| | | | | | | |
|----------------------------|---|--------------------|---|---|---|---------------|
| Adams, Hester Forsyth | . | Stoneham | . | . | . | Entered 1911. |
| Bailey, Mabel Olive | . | Waltham | . | . | . | " " |
| Bellamy, Mary Gertrude | . | Rockland | . | . | . | " " |
| Bixby, Helen Grace | . | Holbrook | . | . | . | " " |
| Burke, Alice Loretta | . | Rockland | . | . | . | " " |
| Burkett, Christine Elzada | . | Pembroke | . | . | . | " " |
| Burns, Eileen Marie | . | Hingham | . | . | . | " " |
| Clark, Mary Alice | . | Bridgewater | . | . | . | " " |
| Cole, Mary Louise | . | Dorchester | . | . | . | " " |
| Cross, Mildred Bertwell | . | Brockton | . | . | . | " " |
| Dwyer, Louise Margaret | . | North Abington | . | . | . | " " |
| Eaton, Mildred | . | Malden | . | . | . | " " |
| Ennes, Annie Adeline | . | Raynham | . | . | . | " " |
| Grindley, Sara Katherine | . | West Roxbury | . | . | . | " " |
| Higgins, Mary Louise | . | Rockland | . | . | . | " " |
| Hofman, Hazelfern | . | North Attleborough | . | . | . | " " |
| Kenney, Myra Louise | . | North Abington | . | . | . | " " |
| Moynihan, Nellie Agnes | . | Brockton | . | . | . | " " |
| Reinhardt, Marion Barker | . | Kingston | . | . | . | " " |
| Shea, Annie Josephine | . | Brockton | . | . | . | " " |
| Skilling, Annie Elizabeth | . | Holbrook | . | . | . | " " |
| Sullivan, Margaret Helen | . | Franklin | . | . | . | " " |
| Taylor, Roxie May | . | Attleborough | . | . | . | " " |
| Churchill, Florence Mosher | . | Whitman | . | . | . | 1912. |
| Clarke, Esther Marion | . | Millville Heights | . | . | . | " " |
| Cottle, Doris Allen | . | New Bedford | . | . | . | " " |
| Flaherty, Mabelle Gertrude | . | Brockton | . | . | . | " " |
| Frost, Florence | . | Middleborough | . | . | . | " " |
| Hazen, Jane Lucy | . | Brockton | . | . | . | " " |
| Howard, Ruth Alice | . | New Bedford | . | . | . | " " |
| Howard, Stella Baker | . | North Pembroke | . | . | . | " " |
| Humphrey, Helen Macomber | . | Rochester | . | . | . | " " |
| Jenkins, Louise Brownelle | . | Reading | . | . | . | " " |
| Keirnan, Grace Elizabeth | . | Wareham | . | . | . | " " |
| Manter, Mildred Emma | . | Taunton | . | . | . | " " |
| McGowan, Lilia Juanita | . | Brockton | . | . | . | " " |
| McGrath, Esther Mary | . | Rockland | . | . | . | " " |
| Paulson, Lillian Mary | . | Campello | . | . | . | " " |
| Phillips, Lucy May | . | Campello | . | . | . | " " |
| Prestat, Marie Eugenie | . | Whitman | . | . | . | " " |
| Quinlan, Loretta Winifred | . | Whitman | . | . | . | " " |
| Quinn, Susan May | . | Kingston | . | . | . | " " |
| Shaughnessy, Elizabeth May | . | Uxbridge | . | . | . | " " |
| Tucker, Lillian May | . | West Medford | . | . | . | " " |
| Whitmarsh, Marion Loring | . | Neponset | . | . | . | " " |

¹ Present part of first term.

| | | |
|---------------------------------------|--------------------------|---------------|
| Bigelow, Marion Adeline | Brockton | Entered 1913. |
| Blood, Mildred Hatch | Lancaster, N. H. | " " |
| Bowen, Emily Anna | Attleborough | " " |
| Brown, Laura May | Brockton | " " |
| Cagney, Mary Alice | Bridgewater | " " |
| Cameron, Annie Maria | Bridgewater | " " |
| Dineen, Mary Florence | Brockton | " " |
| Faircloth, Jennie Evelyn | Rockland | " " |
| FitzGerald, Ellen Teresa | Rockland | " " |
| Holmes, Esther Louise | Campello | " " |
| McDonough, Helen Marguerite | Vineyard Haven | " " |
| Mumford, Mary Magdalen | Taunton | " " |
| Phipps, Helen Estelle | Milton | " " |
| Polk, Mildred Turner | Wollaston | " " |
| Reardon, Alice Gertrude | Brockton | " " |
| Sampson, Laura Madeleine | Brockton | " " |
| Shanahan, Anna Josephine | Rockland | " " |
| Smith, Mabel Jennie | Whitman | " " |
| Tompkins, Edith Caroline | Rockland | " " |
| Tuckwell, Esther Frances | Merrimacport | " " |
| Whelan, Louise Manchester | Campello | " " |

Women, 66.

KINDERGARTEN-PRIMARY COURSE.

| | | |
|--|----------------------------|---------------|
| Doe, Gladys Emily | Medford | Entered 1911. |
| Hutchinson, Ruth | Boston | " " |
| Loring, Hazel Shirley | Duxbury | " " |
| Paine, Agnes Elizabeth | Elmwood | " " |
| Tuttle, Genevieve | Chatham | " " |
| Wilbur, Annie Howe | Rock | " " |
| Bates, Marjorie | Clinton | 1912. |
| Forbes, Ruth Pauline | New Bedford | " " |
| Gustin, Ellen Grant | Attleborough | " " |
| Jefferson, Rose Ellen | Montello | " " |
| Jensen, Adah Felicia | West Lynn | " " |
| Jerauld, Olivia | East Harwich | " " |
| Kendrick, Helen Dean | Chathamport | " " |
| O'Brien, Mary Frances | West Quincy | " " |
| Place, Sarah Tompkins | North Dighton | " " |
| Pratt, Marion Louise | Bridgewater | " " |
| Quail, Josephine | Taunton | " " |
| Ridley, Rosa Gertrude | South Hanson | " " |
| Wheeler, Mabel Louise | Hyde Park | " " |
| Barron, Edna Irene | Beverly | 1913. |
| Brown, Marion | Manchester, Conn. | " " |
| Clayton, Ruth Chapman | Campello | " " |
| Dalby, Amelia Frances | Egypt | " " |
| Fobes, Mary Frances | West Bridgewater | " " |
| Foster, Emma C. ¹ | Pembroke | " " |
| Hunter, Helen | Lowell | " " |
| Miller, Alice Roberta | Haverhill | " " |
| Moulton, Doris Ethel | Attleborough | " " |

¹ Present part of first term.

| | | |
|------------------------------------|--------------------------|---------------|
| Shaw, Mayna | Plymouth | Entered 1913. |
| Thompson, Anna Elizabeth | Hyde Park | " " |
| Tower, Alma Louise | North Abington | " " |
| Whorff, Bertha Vellora | North Scituate | " " |

Women, 32.

TWO-YEAR COURSE.**SENIOR CLASS.**

| | | |
|--|-----------|---------------------|
| Ashley, Maria Edna | | Acushnet. |
| Barton, Lorle Julia | | Winthrop. |
| Borden, Myra Thomas | | North Westport. |
| Brennan, Edith Dorothy | | Melrose. |
| Bride, Gertrude Adelaide | | North Attleborough. |
| Briggs, Mildred Bryant | | Taunton. |
| Cain, Frances Gertrude | | Wollaston. |
| Carmichael, Florence Isabel | | South Braintree. |
| Chubbuck, Marguerite ¹ | | Sherborn. |
| Close, Frances Ada | | Braintree. |
| Cotton, Dorothea Hartwell | | Woburn. |
| Crawford, Catharine Delia | | Watertown. |
| Cumming, Annie Gordon | | Quincy. |
| Daily, Mary Frances | | Stoughton. |
| Danforth, Esther Louise | | West Somerville. |
| Danforth, Hazel Burnham | | North Reading. |
| Deane, Mildred Cushman | | New Bedford. |
| Devery, Alice Leonora | | Dedham. |
| Dillon, Edna May | | Whitinsville. |
| Donovan, Rachel Loretta | | Methuen. |
| Drake, Beatrice Eaton | | Brockton. |
| Dunham, Mildred Lillian | | Fall River. |
| Eddy, Marian | | Fall River. |
| Egan, Genevieve Landers | | West Quincy. |
| Elliot, Dorothy May | | Hyde Park. |
| Fairbanks, Ruth Lincoln ² | | Brockton. |
| Feeley, Ellen Gertrude | | Franklin. |
| Fish, Edith | | Amesbury. |
| Fitzsimmons, Ruth Elizabeth | | Fairhaven. |
| Frazer, Marion Margaret | | Roxbury. |
| Gardner, Marian Jacques | | Fall River. |
| Goodspeed, Alice Lee | | Dennis. |
| Gould, Marguerite ² | | Rockland, Me. |
| Hart, Doris Bradford | | Fall River. |
| Hart, Pearl Iroquois | | New Bedford. |
| Hickox, Flora | | Attleborough. |
| Hollis, Fanny Baker | | Weymouth. |
| James, Elsie Ione | | Hull. |
| Jamieson, Florence Esther | | Roxbury. |
| Kennedy, May | | New Bedford. |
| Kilburn, Helen Sherman | | New Bedford. |
| Kimball, Ruth Eleanor | | Amesbury. |
| Kirby, Helen Gray | | North Dartmouth. |
| Kirwin, Mary Anna | | New Bedford. |

¹ Present second term.² Present part of first term.

| | |
|--|-------------------|
| Kohlrausch, Pauline May | Chelsea. |
| Lane, Helen Marie | Hingham Center. |
| Lewin, Agnes Emmilianna | New Bedford. |
| Litchfie'd, Mildred Carlton | Norwell. |
| Lowe, Gladys May | Wilmington. |
| Luce, Aurilla Jeanette | Vineyard Haven. |
| Luce, Marjorie Augusta | Plymouth. |
| Marland, Stella | Fall River. |
| Martin, Agnes Josephine | Roxbury. |
| Mayer, Helen Maxwell | Quincy. |
| McCabe, Anna Theresa | Franklin. |
| McGrath, Marguerite Mary | Northampton. |
| McKenna, Florence Marion | Cherry Valley. |
| McLellan, Grace Atkinson | Avon. |
| McMann, Bessie Dalzell | New Bedford. |
| Miller, Marjorie Alden | Springfield. |
| Moody, Olive Ford | North Andover. |
| Munster, Alice Elizabeth | Seekonk. |
| Murphy, Mary Gertrude | Abington. |
| Nutter, Lucy Hayes | Pittsfield, N. H. |
| O'Hearn, Nellie Genevieve Monica | Fall River. |
| O'Neil, Mary | Malden. |
| Owens, Josephine Majilla | Taunton. |
| Perry, Evelyn Wilcox | New Bedford. |
| Reid, Mary Winifred | East Weymouth. |
| Roderick, Ruth Catherine | Taunton. |
| Sampson, Ruth Foster | Plymouth. |
| Sheppard, Edith Jane Greethurst | Fall River. |
| Sherwood, Laura Gray | Attleborough. |
| Shortall, Catherine Elizabeth | Abington. |
| Smith, Elsie Lawrence | Hebronville. |
| Smith, Florence Mabel | Dedham. |
| Southwick, Pearl Barker | Florence. |
| Stoddard, Laura Elizabeth | Abington. |
| Stopp, Ruth Huddleston | Malden. |
| Struthers, Jennette | Upton. |
| Sullivan, Mary | Brockton. |
| Thompson, Ruth Whiting | Dover. |
| Tighe, Mary Elizabeth | Bridgewater. |
| Tillson, Ella Elizabeth | South Carver. |
| Tolman, Ethel Delano | Norwell. |
| Turner, Carrie Pearl | North Reading. |
| Venn, Florence | Malden. |
| Ward, Emily Marie | Scituate. |
| Whitman, Pauline Luella | Rockland. |
| Wilcox, Ernine Morse | New Bedford |
| Williams, Elsie Alma | Quincy. |
| Yates, Esther Frances | New Bedford. |
| Young, Constance | Winthrop. |

Women, 93.

JUNIOR CLASS.

| | |
|------------------------------------|---------------|
| Alden, Elizabeth Frances | Rockland. |
| Ames, Helen Louise | South Easton. |
| Ashton, Abbie Elizabeth | Plymouth. |

| | | | | | | | | |
|--|---|---|---|---|---|---|---|--------------------|
| Ayer, Esther Caroline | . | . | . | . | . | . | . | Winchester. |
| Baker, Ellen Pearl | . | . | . | . | . | . | . | New Bedford. |
| Bartlett, Bertha | . | . | . | . | . | . | . | Bridgewater. |
| Bentley, Alice Louise | . | . | . | . | . | . | . | Weymouth. |
| Bentley, Ruby | . | . | . | . | . | . | . | New Bedford. |
| Blinn, Eunice Elizabeth | . | . | . | . | . | . | . | Fall River. |
| Boland, Margaret Christina | . | . | . | . | . | . | . | Cambridge. |
| Borden, Mabel Isabella | . | . | . | . | . | . | . | New Bedford. |
| Brownell, Mildred Nancy | . | . | . | . | . | . | . | Attleborough. |
| Bruton, Marie Josephine | . | . | . | . | . | . | . | Quincy. |
| Bullock, Helen Pierce | . | . | . | . | . | . | . | Attleborough. |
| Burns, Genevieve Frances | . | . | . | . | . | . | . | Brockton. |
| Bursley, Anna Viola | . | . | . | . | . | . | . | Andover. |
| Cahill, Mary Josephine | . | . | . | . | . | . | . | East Braintree. |
| Calder, Elsie Gertrude | . | . | . | . | . | . | . | South Hanson. |
| Calef, Pearl Sawyer | . | . | . | . | . | . | . | Haverhill. |
| Carr, Florence Margaret ¹ | . | . | . | . | . | . | . | Taunton. |
| Christie, Margaret Linwood | . | . | . | . | . | . | . | Plymouth. |
| Churbuck, Maude Graham | . | . | . | . | . | . | . | Middleborough. |
| Considine, Elizabeth Adelaide ¹ | . | . | . | . | . | . | . | Fall River. |
| Coughlan, Mabel Frances ¹ | . | . | . | . | . | . | . | Quincy. |
| Crimmin, Gladys Evelyn | . | . | . | . | . | . | . | Bradford. |
| Crocker, Esther Moyce | . | . | . | . | . | . | . | Falmouth. |
| Cromb, Pearl May | . | . | . | . | . | . | . | Mendon. |
| Croughan, Anna | . | . | . | . | . | . | . | Woburn. |
| Daggett, Florence Elliott | . | . | . | . | . | . | . | Provincetown. |
| DeVine, Stella Marie | . | . | . | . | . | . | . | Kingston. |
| DeYoung, Lillian Marguerite | . | . | . | . | . | . | . | Quincy. |
| Diradoor, Edna Anna | . | . | . | . | . | . | . | Weehawken, N. J. |
| Douglas, Beatrice May | . | . | . | . | . | . | . | Winthrop. |
| Drake, Esther Annis | . | . | . | . | . | . | . | Stoughton. |
| Dunham, Mildred | . | . | . | . | . | . | . | Braintree. |
| Dunne, Mildred Elizabeth | . | . | . | . | . | . | . | Canton. |
| Emerson, Dorothy | . | . | . | . | . | . | . | Haverhill. |
| Fitz Gerald, Annie Clare | . | . | . | . | . | . | . | Rockland. |
| Fitz-Patrick, Phoebe Cecilia | . | . | . | . | . | . | . | Everett. |
| Forbes, Hazel Burnham | . | . | . | . | . | . | . | Haverhill. |
| Furber, Elizabeth | . | . | . | . | . | . | . | Dorchester. |
| Furphey, Charlotte Veronica | . | . | . | . | . | . | . | Ware. |
| Gould, Ellen Marie | . | . | . | . | . | . | . | Rockland. |
| Hannigan, Hazel Marie | . | . | . | . | . | . | . | Brockton. |
| Heyman, Hester Laura | . | . | . | . | . | . | . | East Orange, N. J. |
| Hinckley, Thelma Clift | . | . | . | . | . | . | . | Stonington, Conn. |
| Holmes, Helen Franklin | . | . | . | . | . | . | . | Plymouth. |
| Hurley, May Estelle | . | . | . | . | . | . | . | New Bedford. |
| Johansen, Bertha | . | . | . | . | . | . | . | Newburyport. |
| Johnson, Helen Arvilla | . | . | . | . | . | . | . | Quincy. |
| Keast, Marion Fayetta | . | . | . | . | . | . | . | Quincy. |
| Keen, Gladys Elizabeth | . | . | . | . | . | . | . | New Bedford. |
| Kennedy, Mary Frances | . | . | . | . | . | . | . | Quincy. |
| Kerrigan, Isabel Everildis | . | . | . | . | . | . | . | New Bedford. |
| Killars, Alma Luise | . | . | . | . | . | . | . | Stonington, Conn. |
| Littlewood, Loretta May | . | . | . | . | . | . | . | New Bedford. |
| Lynch, Ida May | . | . | . | . | . | . | . | Taunton. |

¹ Present part of first term.

| | |
|---|------------------|
| Lyons, Marguerite Elinor | West Stoughton. |
| Macy, Frances Burdon | Oak Bluffs. |
| McCarthy, Mary Theresa | Ware. |
| McDermott, Frances Catherine | Cherry Valley. |
| McElheney, Grace Agnes | Brockton. |
| McIsaac, May Frances | Taunton. |
| McKinley, Mildred | Brockton. |
| Morin, Georgiana Delia | Fall River. |
| Morrison, Mary Gray | Quincy. |
| Murphy, Marguerite Cecilia | Fall River. |
| O'Brien, Frances Mary | New Bedford. |
| O'Neill, Emily Theresa | Holbrook. |
| Packard, Alice Louise | Sharon. |
| Pettigrove, Marion Frances | Brockton. |
| Phillps, Edith May | Oak Bluffs. |
| Phillips, Martha Alma | North Abington. |
| Pimental, Mary Jessie | Plymouth. |
| Power, Kathryn Frances | Fall River. |
| Reddy, Mary Joseph | Fall River. |
| Sanby, Zetelle May | Winthrop. |
| Scollard, Pauline | East Braintree. |
| Shaw, Beatrice Gray | Fall River. |
| Shortall, Bride Agnes | New Bedford. |
| Shyne, Margaret Catherine | Quincy. |
| Sibor, Annie | New Bedford. |
| Silvia, Alice Ellen | New Bedford. |
| Simonds, Vera Hildegarde | South Braintree. |
| Sinnott, Ruth Gurdy | Marshfield. |
| Stackpole, Marion Chamberline | Newbury. |
| Steele, Evelyn Rosalie | Springfield. |
| Strange, Helen Marjorie | Marshfield. |
| Thurston, Sara Emma | Middleborough. |
| Tucker, Celia Frances | Rochdale. |
| Tuthill, Delight | Mattapoisett. |
| Vieira, Flora | New Bedford. |
| Welch, Jennie Augusta | Bethel, Vt. |
| Westburg, Anna Madaleine | Watertown. |
| Whiting, Grace Russell | Plymouth. |
| Wilde, Mildred Fallows | Fall River. |
| Williams, Olive Anna | New Bedford. |

Women, 97.

SUMMARY.

| | Men. | Women. | Totals. |
|---|-------|--------|---------|
| Special courses | 2 | 19 | 21 |
| Four-year course | 26 | 39 | 65 |
| Three-year course | - | 66 | 66 |
| Kindergarten-primary course | - | 32 | 32 |
| Two-year course:— | | | |
| Class entering 1912 | - | 93 | 93 |
| Class entering 1913 | - | 97 | 97 |
| Total for the year | 28 | 346 | 374 |
| Admitted this year | 8 | 152 | 160 |
| Graduated, 1913 | 9 | 119 | 128 |
| Number receiving certificates for special courses | - | 6 | 6 |
| Whole number admitted from the beginning | 1,459 | 5,218 | 6,677 |
| Number who have received diplomas or certificates | 943 | 3,492 | 4,435 |
| Number graduated from the four-year course | 203 | 204 | 407 |
| Number enrolled in the model school, 1913-14 | - | - | 457 |

8m & H
A/15

THE COMMONWEALTH OF MASSACHUSETTS

State Normal School
Bridgewater



UNIVERSITY OF ILLINOIS LIBRARY

1918-1915

UNIVERSITY OF MASSACHUSETTS

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LIBRARY OF THE STATE NORMAL SCHOOL

**BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS**

Established 1840



1915

BOSTON
WRIGHT AND POTTER PRINTING COMPANY, STATE PRINTERS
32 DERNE STREET
1915

APPROVED BY
THE STATE BOARD OF PUBLICATION.

BOARD OF EDUCATION.

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| Miss SARAH LOUISE ARNOLD, 9 Crescent Avenue, Newton Center, | 1915 |
| JEREMIAH E. BURKE, School Committee Rooms, Mason Street, Boston | 1917 |
| Mrs. ELLA LYMAN CABOT, 1 Marlborough Street, Boston | 1916 |
| SIMEON B. CHASE, Fall River | 1915 |
| THOMAS B. FITZPATRICK, 104 Kingston Street, Boston | 1917 |
| FREDERICK W. HAMILTON, 95 Avon Hill Street, Cambridge | 1916 |
| PAUL H. HANUS, Harvard University, Cambridge | 1917 |
| CLINTON Q. RICHMOND, North Adams | 1915 |

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(ADDRESS: FORD BUILDING, BOSTON.)

| | |
|--------------------------------|-----------------------------|
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THE FACULTY AND OTHER OFFICERS.

ARTHUR C. BOYDEN, A.M., Principal, Instructor in educational psychology and history of education.

ALBERT G. BOYDEN, A.M., Principal Emeritus, Instructor in pedagogy.

FRANZ H. KIRMAYER, Ph.D., Instructor in classics and modern languages.

WILLIAM D. JACKSON, Instructor in commercial and industrial arithmetic and physical science.

CHARLES P. SINNOTT, B.S., Instructor in geography and hygiene.

HARLAN P. SHAW, Instructor in home geography and physical science.

BRENELLE HUNT, Principal of training school, Instructor in school management.

CHARLES E. DONER, Supervisor of penmanship.

CLARA C. PRINCE, Instructor in music.

ANNE M. WELLS, Principal of Kindergarten, Instructor in kindergarten theory and practice.

ELIZABETH F. GORDON, Supervisor of physical education.

LEILA E. BROUGHTON, Assistant in physical education.

Alice E. DICKINSON, Instructor in oral and written expression and American literature.

FLORENCE I. DAVIS, Instructor in nature study and gardening.

ANNA W. BROWN,¹ Instructor in English composition and literature.

MABEL B. SOPER, Supervisor of drawing and fine arts.

DOROTHEA DAVIS, Assistant in drawing and fine arts.

CORA A. NEWTON, Supervisor of observation and practice teaching, Instructor in methods.

ADELAIDE MOFFITT, Instructor in reading.

FLORENCE A. FLETCHER, Instructor in arithmetic, history and social science.

FRILL G. BECKWITH, Instructor in manual training.

S. ELIZABETH POPE, Instructor in household arts.

FLORA P. LITTLE, Assistant in manual arts (part time).

Training School.

BRENELLE HUNT, PRINCIPAL, Grade 9.

| | |
|-----------------------------|----------|
| S. ELIZABETH POPE | Grade 9. |
| MARTHA M. BURNELL | Grade 8. |
| BERTHA S. DAVIS | Grade 7. |
| NELLIE M. BENNETT | Grade 6. |
| JENNIE BENNETT | Grade 5. |
| BERTHA O. METCALF | Grade 4. |
| RUTH M. MOODIE | Grade 3. |

¹ Deceased May 12, 1915.

| | |
|-----------------------------------|-----------------------------|
| NEVA I. LOCKWOOD | Grade 2. |
| FLORA M. STUART | Grade 1. |
| RUTH E. DAVIS | Grade 1. |
| ANNE M. WELLS | Principal of Kindergarten. |
| FRANCES P. KEYES | Assistant in Kindergarten. |
| Mrs. BERNICE E. BARROWS | Non-English speaking grade. |

| | |
|---------------------------------|--|
| CHARLES H. BIXBY | Secretary. |
| Mrs. IDA A. NEWELL | Dean of Residence Halls. |
| Mrs. HARRIET F. BIXBY | Matron. |
| Miss ROSE E. JUDGE | Resident Nurse. |
| THOMAS E. ANNIS | Chief Engineer. |
| WILLIAM MOORE | Superintendent of Grounds and Gymnasium. |

CALENDAR.

1915

| | |
|-----------------|--|
| Feb. 1. | Second term begins. |
| Feb. 22. | Washington's Birthday, a holiday. |
| March 20-29. | Spring recess. |
| March 30. | School reopens. |
| April 19. | Patriots' Day, a holiday. |
| May 31. | Memorial Day, a holiday. |
| June 19. | Celebration of the seventy-fifth anniversary of the school. |
| June 22. | Graduation day. |
| June 24-25. | First entrance examination. |
| Sept. 7-8. | Second entrance examination. |
| Sept. 7. | Training school opens. |
| Sept. 9. | Beginning of the normal school year. |
| Oct. 12. | Columbus Day, a holiday. |
| Nov. 24-29. | Thanksgiving recess. |
| Nov. 30. | School reopens. |
| Dec. 24-Jan. 3. | Christmas recess. |

1916

| | |
|-----------------|--|
| Jan. 31. | |
| Feb. 22. | |
| March 18-27. | |
| March 28. | |
| April 19. | |
| May 30. | |
| June 20. | |
| June 22-23. | |
| Sept. 5-6. | |
| Sept. 5. | |
| Sept. 7. | |
| Oct. 12. | |
| Nov. 29-Dec. 4. | |
| Dec. 5. | |
| Dec. 23-Jan. 1. | |

1916

| | |
|---------|-----------------|
| Jan. 4. | School reopens. |
|---------|-----------------|

1917

| |
|---------|
| Jan. 2. |
|---------|

Sessions are from 9.15 A.M. to 12 M., and from 1.15 P.M. to 3.50 P.M. There are no sessions on Saturday.

The telephone call of the school is "8063;" the telephone call of the principal's residence is "2-2."

STATE NORMAL SCHOOL,

BRIDGEWATER, MASSACHUSETTS.

PRINCIPLES OF THE SCHOOL.

This school is one of the ten normal schools maintained by the Commonwealth of Massachusetts for the preparation of teachers for the public schools of the State. It is under the direct supervision of the State Board of Education.

The first aim of the school is to inspire its students with the professional spirit. It is of vital importance that the teacher should have a just appreciation of his work and that he should be imbued with the spirit of service. The normal student is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, and all the exercises of the school, from the point of view of the teacher.

The student teacher is led through the professional study of the subjects of the public school curriculum, that he may learn how to use each subject in the teaching process. The normal school is made professional, not by the exclusion of these subjects from its curriculum, but by the inclusion of the educational study of them. All subjects are to be studied, not only in their direct bearing upon the process of teaching, but also for the purpose of getting a broader view of their scope and meaning.

After the educational study of each subject in the curriculum, to obtain command of its principles and ascertain its pedagogical value, the student enters upon a study of the development of the human mind and body to find the broader educational principles which underlie all true teaching. The method of teaching is determined by these principles, and the student is to become so trained in their application that he will be able to rightly conduct the education of his pupils.

A practical study of children is made in connection with the teaching in the different grades of the training school.

In close conjunction with the practice teaching a careful analysis is made of the art of teaching, school organization, school government and school laws.

APPLICATION FOR ADMISSION.

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June. Examinations, as far as possible, should be taken in June.

Blank forms for application, carrying with them application for room in the residence halls when desired, will be furnished upon request. Certificate blanks are to be obtained by principals of high schools upon application to the principal of the normal school.

New classes are admitted only at the beginning of the school year, in September.

Correspondence in relation to admission should be addressed to the principal.

REQUIREMENTS FOR ADMISSION.

The admission requirements as given below will be in effect after January 1, 1916. For 1915 the admission requirements will be the same as for 1914.

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records

of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. Prescribed Subjects. — Three units.

(1) English literature and composition 3 units.

B. Elective Subjects. — At least 7 units from the following subjects: —

| | | |
|---|-----------|--------------------------|
| (2) Algebra | | 1 unit. |
| (3) Geometry | | 1 unit. |
| (4) History | | 1, 2 or 3 units. |
| (5) Latin | | 2, 3 or 4 units. |
| (6) French | | 2 or 3 units. |
| (7) German | | 2 or 3 units. |
| (8) Physics | | 1 unit. |
| (9) Chemistry | | 1 unit. |
| (10) Biology, botany or zoölogy | | $\frac{1}{2}$ or 1 unit. |
| (11) Physical geography | | $\frac{1}{2}$ or 1 unit. |
| (12) Physiology and hygiene | | $\frac{1}{2}$ or 1 unit. |
| (13) General science | | $\frac{1}{2}$ or 1 unit. |
| (14) Drawing | | $\frac{1}{2}$ or 1 unit. |
| (15) Household arts | | 1 or 2 units. |

| | |
|---|--------------------------|
| (16) Manual training | 1 unit. |
| (17) Stenography, including typewriting | 1 or 2 units. |
| (18) Bookkeeping | 1 unit. |
| (19) Commercial geography | $\frac{1}{2}$ or 1 unit. |
| (20) Arithmetic | $\frac{1}{2}$ or 1 unit. |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

III. (A). *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

(B). *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of

the high school shall certify that the applicant is entitled to certification in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V.—*Admission of Special Students.*—(a) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of

such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. Admission as Advanced Students. — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

SCHEDULE OF ENTRANCE EXAMINATIONS.

THURSDAY, JUNE 24, 1915.

| <i>Morning.</i> | <i>Afternoon.</i> |
|---|-------------------------------|
| 8.30- 8.45. Registration. | 1.30-2.30. Geometry. |
| 8.45-10.30. English literature and composition. | 2.30-4.00. Latin, arithmetic. |
| 10.30-11.30. History. | 4.00-5.00. General science. |
| 11.30-12.30. Algebra. | |

FRIDAY, JUNE 25, 1915.

| <i>Morning.</i> | <i>Afternoon.</i> |
|--|---|
| 8.15- 8.30. Registration. | 1.30-2.30. Chemistry, physics. |
| 8.30- 9.30. Drawing, stenography. | 2.30-3.30. Physiology, bookkeeping. |
| 9.30-11.00. French, German, current events. | 3.30-4.30. Biology, botany, zoölogy. |
| 11.00-12.00. Physical geography, commercial geography. | 4.30-5.30. Household arts or manual training. |

TUESDAY, SEPTEMBER 7, 1915.

| <i>Morning.</i> | <i>Afternoon.</i> |
|---|-------------------------------|
| 8.30- 8.45. Registration. | 1.30-2.30. Geometry. |
| 8.45-10.30. English literature and composition. | 2.30-4.00. Latin, arithmetic. |
| 10.30-11.30. History. | 4.00-5.00. General science. |
| 11.30-12.30. Algebra. | |

WEDNESDAY, SEPTEMBER 8, 1915.

| <i>Morning.</i> | <i>Afternoon.</i> |
|--|---|
| 8.15- 8.30. Registration. | 1.30-2.30. Chemistry, physics. |
| 8.30- 9.30. Drawing, stenography. | 2.30-3.30. Physiology, bookkeeping. |
| 9.30-11.00. French, German, current events. | 3.30-4.30. Biology, botany, zoölogy. |
| 11.00-12.00. Physical geography, commercial geography. | 4.30-5.30. Household arts or manual training. |

Physical Examination. — Dr. Isabel Weston, the school physician, will be at the gymnasium on June 24 and September 7, 1915, at 10 o'clock A.M., to examine, without expense to the candidate, all women candidates for admission to the school.

CURRICULA.

The courses of instruction and training are grouped in three distinct divisions, or departments, as follows: —

A. Elementary Department. — For those preparing to teach in elementary schools, including the first six grades only, or in rural schools of all grades.

B. Intermediate Department. — For those preparing to teach in intermediate schools, including the seventh, eighth and ninth grades.

C. Primary Department. — For those preparing to teach in primary schools, or in the first three grades only. This department equips more fully for teaching little children, and trains teachers for work in the primary grades with a proper use of kindergarten methods. The demand for teachers with such training is in excess of the supply.

The curriculum of department A covers two years; that of department B, three years; and that of department C, three years. The work of the first year is the same for all of the departments, definite differentiation taking place at the beginning of the second year.

A. Elementary Department.

| | Number of Weeks. | PERIODS PER WEEK. ¹ | |
|--|------------------|--------------------------------|--------------|
| | | Recitation. | Preparation. |
| <i>First Year.</i> | | | |
| English Language 1 | 38 | 4 | 4 |
| English Language 2 | 38 | 2 | 2 |
| English Language 3 | 19 | 1 | 1 |
| Music 1 | 19 | .5 | 4 |
| Arithmetic 1 | 19 | 4 | 4 |
| Geography 1 | 19 | 4 | 4 |
| Practical Science 1 | 19 | 4 | 4 |
| Practical Science 2 | 38 | 2 | 2 |
| Practical Arts 1 | 38 | 2 | 2 |
| Drawing and Fine Arts 1 | 38 | 2 | 2 |
| Physical Education 1 | 38 | 2 | - |
| Education 9 | 19 | 2 | - |
| <i>Second Year.</i> | | | |
| English Language 3 | 19 | 1 | 1 |
| Literature 1 | 28 | 4 | 4 |
| Geography 2 | 19 | 4 | 4 |
| History and Social Science 1 | 19 | 4 | 4 |
| Practical Science 3 | 28 | 2 | 2 |
| Practical Arts 1 | 10 | 2 | 2 |
| Drawing and Fine Arts 2 | 19 | 2 | 2 |
| Physical Education 2 | 19 | 2 | - |
| Physical Education 4 | 19 | 2 | 2 |
| Education 1 | 19 | 4 | 4 |
| Education 2 | 10 | 1 | 1 |
| Education 4 | 19 | 4 | 4 |
| Education 10 | 10 | 15 | - |
| Education 11 | 10 | 25 | - |

¹ Periods are forty-five minutes in length.

B. Intermediate Department.

| | Number of Weeks. | PERIODS PER WEEK. ¹ | |
|--|------------------|--------------------------------|--------------|
| | | Recitation. | Preparation. |
| <i>First Year.</i> | | | |
| English Language 1 | 38 | 4 | 4 |
| English Language 2 | 38 | 2 | 2 |
| English Language 3 | 19 | 1 | 1 |
| Music 1 | 19 | 5 | 4 |
| Arithmetic 1 | 19 | 4 | 4 |
| Geography 1 | 19 | 4 | 4 |
| Practical Science 1 | 19 | 4 | 4 |
| Practical Science 2 | 38 | 2 | 2 |
| Practical Arts 1 | 38 | 2 | 2 |
| Drawing and Fine Arts 1 | 38 | 2 | 2 |
| Physical Education 1 | 38 | 2 | - |
| Education 9 | 19 | 2 | - |
| <i>Second Year.</i> | | | |
| English Language 3 | 19 | 1 | 1 |
| English Language 4 | 19 | 4 | 4 |
| English Language 5 | 19 | 4 | 4 |
| Literature 2 | 19 | 4 | 4 |
| Music 2 | 19 | 4 | 4 |
| Arithmetic 2 | 19 | 4 | 4 |
| Geography 2 | 19 | 4 | 4 |
| Geography 3 | 19 | 4 | 4 |
| History and Social Science 2 | 19 | 5 | 5 |
| Practical Arts 2 | 19 | 2 | 2 |
| Drawing and Fine Arts 3 | 19 | 2 | 2 |
| Physical Education 2 | 38 | 2 | - |
| Physical Education 4 | 19 | 2 | 2 |
| <i>Third Year.</i> | | | |
| Literature 3 | 10 | 4 | 4 |
| Geography 4 (elective) | 19 | 4 | 4 |
| Practical Science 4 (elective) | 19 | 4 | 4 |
| Practical Arts 3 (elective) | 19 | 2 | 2 |
| Practical Arts 4 (elective) | 19 | 4 | 4 |
| Physical Education 3 | 10 | 2 | 2 |
| Education 1 | 19 | 4 | 4 |
| Education 3 | 19 | 4 | 4 |
| Education 4 | 19 | 4 | 4 |
| Education 8 | 19 | 4 | 4 |
| Education 10 | 10 | 15 | - |
| Education 11 | 19 | 25 | - |

¹ Periods are forty-five minutes in length.

C. Primary Department.

| | Number of Weeks. | PERIODS PER WEEK. ¹ | |
|--|------------------|--------------------------------|--------------|
| | | Recitation. | Preparation. |
| <i>First Year.</i> | | | |
| English Language 1 | 38 | 4 | 4 |
| English Language 2 | 38 | 2 | 2 |
| English Language 3 | 19 | 1 | 1 |
| Music 1 | 19 | 5 | 4 |
| Arithmetic 1 | 19 | 4 | 4 |
| Geography 1 | 19 | 4 | 4 |
| Practical Science 1 | 19 | 4 | 4 |
| Practical Science 2 | 38 | 2 | 2 |
| Practical Arts 1 | 38 | 2 | 2 |
| Drawing and Fine Arts 1 | 38 | 2 | 2 |
| Physical Education 1 | 38 | 2 | - |
| Education 9 | 19 | 2 | |
| <i>Second Year.</i> | | | |
| English Language 3 | 19 | 1 | 1 |
| Literature 1 | 28 | 4 | 4 |
| History and Social Science 1 | 19 | 4 | 4 |
| Practical Arts 1 | 10 | 2 | 2 |
| Drawing and Fine Arts 2 | 19 | 2 | 2 |
| Physical Education 2 | 19 | 2 | - |
| Physical Education 4 | 19 | 2 | 2 |
| Education 4 | 19 | 4 | 4 |
| Education 5 | 38 | 6 | 5 |
| Education 10 | 10 | 15 | - |
| <i>Third Year.</i> | | | |
| Practical Science 3 | 19 | 4 | 4 |
| Physical Education 3 | 19 | 2 | 2 |
| Education 1 | 19 | 4 | 4 |
| Education 2 | 10 | 1 | 1 |
| Education 6 | 19 | 6 | 5 |
| Education 7 | 19 | 4 | 4 |
| Education 11 | 19 | 25 | - |

¹ Periods are forty-five minutes in length.

Conditions for Graduation.

Each student who faithfully and honorably completes the full curriculum of any department, and who, in the estimation of the principal, is qualified to succeed as a teacher in that department of public education for which such curriculum is designed to train him, shall, upon the recommendation of the principal of the school, and with the approval of the Board of Education, receive a diploma of graduation, signed on behalf of the Board by the Commissioner of Education, the chairman of the Board of Education and the principal of the school.

Advanced Students.

Graduates of normal schools, and teachers of not less than three years' experience who present satisfactory testimonials of their work and character, may select, with the approval of the principal, courses adapted to preparation for teaching in primary or intermediate grades, or for departmental teaching. Such students are required to take minimum work of twenty periods a week. Upon the completion of one year's work a certificate is given specifying the courses taken. For two years' work the regular two-year diploma is granted.

Graduates of colleges may select courses covering one year's work, with a minimum of twenty periods a week, for which a special diploma will be granted.

Courses of Instruction and Training.

The work in all departments is based on the following essentials for successful teaching: —

1. A professional attitude toward the subjects to be used in teaching. A new point of view has to be established: the subjects are considered as instruments to be used in the instruction of children.

2. A background of knowledge of the essential truths of the subject to be taught. This implies a careful selection, from the point of view of the teacher, of the essential facts in the different subjects and the study of their educational value.

3. A careful organization of the work to be done in the grades, including the choice of material and the method of teaching, with a view to the development of the children in accordance with their own experiences. The general method is given by the instructors in the normal school in connection with the class work; the detailed method in each grade is given by the supervisor of training and by the critic teachers in connection with the practice work.

Courses designated "A" are for teachers preparing for elementary schools, or grades 1 to 6 inclusive; those designated "B" are for teachers preparing for intermediate schools, or grades 7, 8 and 9; and those designated "C," for teachers preparing especially for the primary grades 1, 2 and 3.

ENGLISH LANGUAGE.

English Language 1. Oral and written expression. (A, B, C.)
Miss DICKINSON.

First year. Thirty-eight weeks, four recitation periods a week; four periods a week of preparation.

The aim of the course is to organize the fundamental facts of language which are used in the elementary grades, and give students practice in the use of the same under criticism. The first half of the course includes oral and written themes, and aims to teach clear expression and to discover the needs of individual students; spelling,—including simple rules of spelling, discussion of children's word lists, the modern theory of spelling and methods of teaching; dictionary work,—for adults and for children; use of the library and of reference books; how to use and make bibliographies; note taking; letter writing.

The last half of the course includes (a) language lessons,—a survey of subject-matter, methods of teaching elementary composition and of correcting children's errors; (b) grammar. The facts of sentence construction are organized to teach recognition of the sentence as a unit of speech; to discover the principles underlying the present-day use of word-forms as they occur in well-composed sentences; to evolve a terminology adapted to the needs of young pupils and based upon the present condition of the English language; to establish standards which shall rationalize the speech of the teacher and his pupils.

English Language 2. Reading. (A, B, C.) Miss MOFFITT.
First year. Thirty-eight weeks, two recitation periods a week; two periods a week of preparation.

The course includes phonics, with application to work in the different grades; systems of teaching reading in the first grade; story-telling,—fables, folk-stories, fairy tales, children's poets; methods of teaching reading in the six

grades, — use of pictures, dramatization, sight reading (oral and silent), seat work, reading to children, memory selections; hygiene of reading, — fatigue, speech defects, backwardness in speech.

English Language 3. Penmanship. (A, B, C.) Mr. DONER.

First year. Nineteen weeks, one recitation period a week.

Second year. Nineteen weeks, one recitation period a week; one period a week of preparation.

The aim of the course is to train students to write well on paper and on the blackboard, in order that they may possess the technical skill required for the teaching of penmanship. The course is based on the arm or muscular movement method, — the method used in American schools to-day, — and consists of thorough training in position, penholding, muscular relaxation for ease and fluency in writing; practice in the fundamental movement drills, in correct letter formation, and in word, sentence, paragraph and page writing for the purpose of "carrying over" good writing into all written work; demonstration lessons before classes, to give confidence and ability in teaching the subject; class discussion of a graded course of lessons and methods for securing the best results.

English Language 4. Composition. (B.) Subject-matter course. Miss BROWN.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation; fortnightly conferences.

Oral and written composition in the field of exposition. The purpose is to give training in the investigation and reporting of educational subjects, and in the use of library material. Themes are based on material derived from courses given in other departments of the school, on literature of professional, recreational and cultural interest, and on subjects relating to the social life of the school as reflected in the student's personal experience.

English Language 5. Composition. (B.) Methods course. Miss BROWN.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation; fortnightly conferences.

Oral and written composition in the fields of description and narration. Themes are based upon the study of literary models and upon students' observation of the life about them. The final work of the term is the outlining of a course for the teaching of oral and written composition in the upper grades.

LITERATURE.

Literature 1. Introductory course. (A, C.) Miss BROWN.

Second year. Twenty-eight weeks, four recitation periods a week; four periods a week of preparation; occasional conferences with students.

The aim of this course is to give the student a working acquaintance with elementary school literature and with cultural literature for teachers. The work

of the first term includes Norse, Greek and nature myths; legends and hero-tales; King Arthur and Robin Hood literature; modern literature for children; poetry for the grades; recreational literature for children; children's periodicals; the relation of the public library to the school. Expository and narrative themes, oral and written, are required in connection with the study of this literature.

The work of the second term includes a survey of current educational literature, of current periodicals, of literature relating to children, and of recreational and cultural reading for teachers. Oral and written composition is continued. Courses are outlined for teaching literature, oral language games, and oral and written composition throughout the grades, with major attention given to the first six grades; in this connection a survey is made of current educational textbooks in elementary literature and composition.

A dramatic club is organized for the young women of the school.

Literature 2. American literature. (B.) Miss DICKINSON.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

A general study of American literature as a record of the thoughts, feelings and imagination of the American people. The course aims (a) to acquaint the student with literary expression called forth by events of the colonial, revolutionary and national periods; (b) to furnish the prospective teacher with literature that may be used in teaching American history. It includes the reading of American classics by periods for the culture of students and for their use in children's classes; a comparison of American writings with contemporary English writings; a discussion of present tendencies in American literature.

Literature 3. Methods course. (B.) Miss DICKINSON.

Third year. Ten weeks, four recitation periods a week; four periods a week of preparation.

This course includes a brief survey of literature for elementary grades; a survey of children's recreational literature and of children's periodicals; suggestions for arousing children's interest in outside reading and for connecting the work of the school with that of the public library; suggestions for the teaching of poetry in all grades, with special emphasis on the upper grades; method of teaching one of Shakespeare's plays, with adaptation to grammar grades; a survey of typical courses of study in literature for elementary schools, with major attention given to the seventh and eighth grades.

MUSIC.

Music 1. Introductory course. (A, B, C.) Miss PRINCE.

First year. Nineteen weeks, five recitation periods a week; four periods a week of preparation.

Students are instructed in the proper use of the voice, and in the importance of good enunciation and tone quality as a basis for the artistic rendering of songs. Practice is given in teaching rote songs and in conducting class exercises, both in individual singing and in chorus work. One period a week is devoted to gaining

a knowledge of the works of some of the great masters and of the forms in which they wrote, by means of pianola and Victor records, and to chorus practice. There are also weekly recitals out of school hours for all who wish to attend. A ladies' glee club is organized. Opportunity for practice in teaching music is given in connection with the work in the training school.

Music 2. Advanced course. (B.) Miss PRINCE.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

This course includes a continuation of ear-training; observation and discussion of methods of teaching music in grades above the sixth; conducting exercises in the grades as well as in the student's own class; study of three-part and four-part songs; study of intervals and simple chords.

ARITHMETIC.

Arithmetic 1. Introductory course. (A, B, C.) Miss FLETCHER.

First year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

Fundamental ideas governing the teaching of arithmetic, discrimination of essential subject-matter to be taught and the order of teaching; knowledge of the subject that grows out of practical experience; the importance of drill in order to form correct habits. The work of the course includes the following: (a) Drill on fundamental operations for accuracy and rapidity. (b) Units of measure, — simple work for the lower grades; "store arithmetic;" mensuration. (c) Fractions, — common and decimal; percentage and its simpler applications. (d) Problems of various kinds used in schools.

Arithmetic 2. Advanced course. (B.) Mr. JACKSON.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

Commercial and industrial arithmetic adapted to children of the upper grammar grades. In commercial arithmetic such topics as the following are considered in their simpler aspects: the collection and transmission of money, keeping a cash account, insurance, taxes, savings banks and co-operative banks, investment of money in real estate and in stocks and bonds. In industrial arithmetic attention is given to such topics as arithmetic connected with housekeeping, with familiar industries and local manufacturing, and mensuration for common areas and volumes.

GEOGRAPHY.

Geography 1. Home geography. (A, B, C.) Mr. SHAW.

First year. Nineteen weeks, four periods a week in the laboratory; four periods a week of preparation.

The course includes the study of the common minerals and rocks, the agencies at work upon them, and the great earth features and regions. As very few stu-

dents come with even the slightest acquaintance with this subject, the course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to gravel hill, clay pit, ledge, quarry, foundry and mill. It includes a study of the following topics: The practical study of a few common minerals, building stones and typical kinds of soil, with constant applications to the study of geography and to the industries. Some effects of heat and chemicals upon minerals, with reference to the industries, such as the smelting of ores and the making and using of lime and mortar, land plaster and plaster of Paris. Decay of minerals, — simple study of specimens in all stages of change; consideration of the agents and forces operating to crack, split, crumble, erode, weather and transform minerals; also the action of wind, moving water and ice in transporting, sorting and depositing the products of the change. Soils, — mineral and other constituents of soil; texture in relation to agriculture; how soils deteriorate and how to prevent deterioration; how to improve soil.

Geography 2. Elementary methods course. (A, B.) Mr. SINNOTT.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

An organization of the essentials of the subject for use in teaching, including the following lines of work: The earth as a planet, and the effects of the earth's rotation and revolution. The atmosphere, and the great laws of climate. The ocean as a modifier of continents and climate and as a great commercial highway. The typical topographic forms and the uses which man makes of them, and the qualities which render them thus useful. The people in their industrial and institutional life. Map reading to fix important facts of location. A plan for studying the continents. The preparation of materials and exercises for teaching. Practice in conducting class discussions. The study of a graded course in geography to determine its adaptation to practical school work. Literature appropriate for grade work in geography. Schoolroom appliances for teaching the subject.

Geography 3. Intermediate methods course. (B.) Mr. SINNOTT.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

Organization of material to serve as a basis for instruction in the seventh and eighth grades: (a) a comprehensive study of the countries of America and Europe, — their natural physical features and man's modification of them for his uses; (b) a review of the geography of the world from the commercial standpoint.

Geography 4. Advanced course (elective). (B.) Mr. SINNOTT.

Third year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The purpose of the course is to give the student such an understanding of the facts connected with the development of the earth's crust as will enable him easily and accurately to interpret the more important geographical problems

that may arise in connection with the ordinary teaching of geography in upper grades. Much time is spent in research work that leads to an acquaintance with the sources of geographical material. An excellent electric lantern, with a collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts, models and instruments are constantly at hand for study. A study is also made of the geographical movements of the present day.

HISTORY AND SOCIAL SCIENCE.

History and Social Science 1. Elementary American history.
(A, C.) Miss FLETCHER.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The aim of the course is to organize United States history into its great periods; to discover the important personages and events to be used in teaching; and to illustrate the best methods for presenting the subject in a graded course of studies. The course includes the selection of stories of primitive life adapted to primary grades; the use of biographical readers and narrative histories, and of elementary textbooks; the use of pictures, sand table, blackboard maps, supplementary readers, scrapbooks, etc.; exercises for national holidays; local history,— how to obtain and use material; simple social science,— to interest children in the activities of town and city, State and nation; current events.

History and Social Science 2. Intermediate American history.
(B.) Miss FLETCHER.

Second year. Nineteen weeks, five recitation periods a week; five periods a week of preparation.

This course covers the development of American civilization, tracing the growth of the American ideals in government, in education, in social status, and in the economic world from their beginnings in European and English history to the present time. American history is organized into its great periods of development. In each period the students determine the problem to be worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crises, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bearing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civil service on the part of each individual. The work is conducted in the library of history, in order to teach the proper use of a library. Consideration is given to the great national problems of the nineteenth and twentieth centuries, and the student is brought in touch with the problems of to-day by the study of current events.

PRACTICAL SCIENCE.

Practical Science 1. Elementary physical science. (A, B, C.)
Mr. JACKSON and Mr. SHAW.

First year. Nineteen weeks, four recitation periods a week, including work in the laboratories; four periods a week of preparation.

The work is based on the belief that every teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in other subjects, as in geography, physiology and nature study. The teacher should also be able to help children to a clear understanding of the allusions met in their reading; should know something of the construction and operation of common instruments in which children are interested in the schoolroom and in the home, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse. The aim is to present in a systematic way as many of the truths most likely to be needed as the time will allow, deriving these truths, in large measure, from the familiar experiences of common life in the fields of physics and chemistry.

Physics. — Such topics are considered as the production of dew, fog, clouds, rain, frost and snow; ocean and atmospheric currents, land and sea breezes; capillary action; diffusion of liquids; osmose; floating of ice; tides; twilight; eclipses; use of compass; evaporation, absorption and solution; why a balloon rises; shining of the moon; echoes; shadows; the rainbow; pump and siphon; thermometer and barometer; sewing machine; piano, violin and other musical instruments; electric bell; steam engine; reflection and refraction of light; modes of transfer of heat, kinds of heating apparatus, production of draughts.

Chemistry. — Emphasis is laid upon applications to home activities, agriculture and manufacturing. A study is made of the following subjects: Some chemical operations needed for the interpretation of nature and human industries. Chemistry of air, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; uses of nitrogen, fertilizers and explosives; uses of carbon dioxide in relation to plants and animals, the need of ventilation, and some of the changes in minerals. Flame and fuel, — how to start, control and extinguish fire; uses of a chimney; ventilation; characteristics of a good fuel. Water, — simple tests for the purity of drinking water; location, curbing protection and ventilation of wells and springs; occurrence of water in minerals and organic bodies. Acids and alkalies, — relation to each other; application to agriculture and home industries.

Practical Science 2. Nature study and gardening. (A, B, C.)
Miss DAVIS.

First year. Thirty-eight weeks, two recitation periods a week, including work in laboratory, field and garden; two periods a week of preparation.

The aim is to secure a first-hand acquaintance with the common plants and animals of the locality. The topics are arranged according to the season, and are studied with constant use of the science garden and greenhouse. They are as follows: (a) For the fall season: growth and metamorphosis of insects; injurious and helpful insects; flowers and fruits, — pollination, fertilization, seed formation and seed distribution; common trees and the preservation of forests.

(b) For the winter season: tree study continued; typical animals of the locality, — their activities, adaptive structures and relations to man; non-flowering plants, — means of distinguishing them, their adaptations and their economic use or injury. (c) For the spring season: bird study, — their identification, habits, songs and relation to agriculture; seed germination.

School Gardening. — Each student applies this study by cultivating a flower and vegetable garden. Seeds are tested, plans are arranged for each garden, soil is prepared for seeds and the plot is cultivated for its special purpose. A number of students also work in co-operation on plots designed for decorative or other special purposes, and direct groups of children in planting these gardens.

Practical Science 3. Nature study. (A, C.) Methods course for teachers in elementary grades. Miss DAVIS.

Second year. Twenty-eight weeks in elementary department.

Third year. Nineteen weeks in primary department; two recitation periods a week, including work in laboratory and garden; two periods a week of preparation.

Organization of the nature study material into a definite series of lessons and projects for the first six grades. Actual teaching in the training school. Supervision of the garden work of children.

Practical Science 4. Economic chemistry (elective). (B.) Subject-matter course for teachers in upper grades. Mr. SHAW.

Third year. Nineteen weeks, four periods a week of laboratory exercises with accompanying discussions; four periods a week of preparation.

The instruction has for its purpose a general knowledge of the chemical conditions necessary for good health, human efficiency and progress, and how these conditions may be secured for the individual and for the community. The work consists of laboratory and class study of what we breathe, what we drink and use for cleansing, what we use for fuels and illuminants, foods and food values, adulterants and methods of detecting them, the bleaching, dyeing and care of textiles; observation and assistance in the domestic science class of the training school.

PRACTICAL ARTS.

Practical Arts 1. Introductory course. (A, B, C.) Miss BECKWITH.

First year. Thirty-eight weeks.

Second year (for elementary and primary departments only). Ten weeks; two recitation periods a week, including work in laboratory; two periods a week of preparation.

The course is planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with processes which they may use in the handicrafts. The handiwork includes practice in the following industrial processes: cardboard and paper constructions; bookmaking and bookbinding; weaving and basketry; clay modeling; elementary sewing.

Practical Arts 2. Advanced course. (B.) Miss BECKWITH.

Second year. Nineteen weeks, two recitation periods a week, including work in laboratory; two periods a week of preparation.

The work is based on the foundation laid in the first year, with special adaptation to the upper grades. Its purpose is to prepare teachers for carrying out the directions of supervisors in sewing, modeling, bookbinding and simple wood-work. A number of projects are worked out in conjunction with the children of the training school.

Practical Arts 3. Household arts (elective). (B.) Miss POPE.

Third year. Nineteen weeks, two periods a week of laboratory work; two periods a week of preparation.

The aim of the course is to give students practical knowledge of a large number of useful matters connected with the general subject of household arts. The work is closely associated with the lessons given to classes in the training school. It includes instructions in general housekeeping, the care of stoves, classes of foods, methods of cooking, and practical exercises in cooking typical foods.

Practical Arts 4. Gardening (elective). (B.) Miss DAVIS.

Third year. Nineteen weeks, four recitation periods a week in connection with work in the science garden; four periods a week of preparation.

This course is designed for those who wish to prepare themselves to assist in the movement for school and home gardens now going on in various communities. Active co-operation of the school with home and community organizations is to be fostered. The course includes propagation of plants, for garden and grounds, from seeds, bulbs and cuttings; grafting of fruit trees for home orchards; experience in trimming shrubs and trees; experiments on plants for a more thorough understanding of plant processes; raising of special crops under a variety of conditions; methods of spraying. Life histories of useful and injurious insects worked out in garden and greenhouse. During the fall and spring the students supervise the garden work of children.

DRAWING AND FINE ARTS.

**Drawing and Fine Arts 1. Introductory course. (A, B, C.)
Miss SOPER and Miss DAVIS.**

First year. Thirty-eight weeks, two recitation periods a week; two periods a week of preparation.

The courses are planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with the processes which they may use. The subjects for the first term are lettering, color theory, design and color application. The subjects for the second term are as follows: (a) representation, — including primary drawing, picture building for primary grades, principles of perspective, picture composition and picture study; (b) mechanical drawing, with application to the making of maps, diagrams and working drawings.

Drawing and Fine Arts 2. Elementary methods course. (A, C.)
Miss SOPER.

Second year. Nineteen weeks, two recitation periods a week; two periods a week of preparation.

Methods of teaching in different grades and study of outline courses in neighboring towns and cities. Conferences and direct preparation for teaching classes in the training school. Blackboard sketching for illustrative and decorative purposes in the schoolroom.

Drawing and Fine Arts 3. Intermediate methods course. (B.)
Miss SOPER and Miss DAVIS.

Second year. Nineteen weeks, two recitation periods a week; two periods a week of preparation.

Methods of teaching in grades, with more drill on perspective and mechanical drawing, in order to prepare students to carry out directions of supervisors. Art appreciation and picture study in connection with the study of an outline for grade work. Practice in blackboard sketching.

In the third year conferences are held with the students teaching in the training school two periods a week for ten weeks.

PHYSICAL EDUCATION.

Physical Education 1. Gymnastics. (A, B, C.) Gymnasium work for all students. Miss GORDON and Miss BROUGHTON.

First year. Thirty-eight weeks, two periods a week.

The purposes of the department are to aid the student in attaining the highest degree of physical efficiency and bodily symmetry; to enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth; to furnish her with means to improve and preserve the physical integrity of the pupils intrusted to her care. The course includes practical talks on personal hygiene; anthropometry applied to students; educative and corrective gymnastics,—instruction and drill in positions, movements and exercises; squad and class drills directed by students; the analysis of plays and games suitable for the schoolroom and school yard; observation of gymnastic work with children; singing games and folk dancing.

Physical Education 2. Gymnastics. (A, B, C.) Gymnasium work for all students. Miss GORDON and Miss BROUGHTON.

Second year. Nineteen weeks for elementary and primary departments, thirty-eight weeks for intermediate department; two periods a week.

The work of course 1 is continued with special application to the children of the grades. The students become leaders of groups of children. In addition to the above the work consists of aesthetic dancing and simple pageantry for the students and with children; recess and playground work with children; instruction in measurements of children; emergency lessons in checking the flow

of blood, resuscitation, transportation and practical treatment of the common accidents and emergencies of school life; pedagogy and ethics of play, games and athletics.

Physical Education 3. Methods course. (B, C.) Miss GORDON and Miss BROUGHTON.

Third year. Ten weeks for intermediate department, nineteen weeks for primary department, two recitation periods a week; two periods a week of preparation.

This course deals with the use of educative and corrective gymnastics in the grades, and the making of simple gymnastic programs for the day's work and for special occasions; the organizing and managing of playground activities of older children; instruction in taking measurements of the children; æsthetic dancing; school pageants. A brief history of physical education is given.

Physical Education 4. Hygiene. (A, B, C.) Mr. SINNOTT.

Second year. Nineteen weeks, two recitation periods a week; two periods a week of preparation.

The purpose is to give the student an intelligent appreciation of the important laws of hygiene and the habit of living in obedience to these laws, and to enable the prospective teacher to give intelligent care and hygienic training to the children under her instruction. The lines of work taken up are as follows: (a) a study of the various systems of the body, for the essential facts of anatomy, the functions of the various systems and organs, the fundamental laws of health, and the effects of alcohol and narcotics; (b) foods and food values; (c) a study of the principles of sanitary science, including such topics as ventilation and heating, plumbing and drainage, water and milk supply, preparation and preservation of food, bacteria in relation to disease, contagious and infectious diseases, disinfection and vaccination, relation of food, air and water to disease, school hygiene, personal hygiene.

EDUCATION.

Education 1. Educational psychology. (A, B, C.) Principal BOYDEN.

Second year in elementary department, third year in intermediate and primary departments. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The purpose of the course is to present the fundamental truths of psychology that are accepted by the profession as a basis for educational practice; also to explain the simple physiological processes which accompany our mental life. It is hoped to cultivate an interest in professional reading among the prospective teachers. The following are among the topics considered: attention; the brain and nervous system,—sensory and motor training, habit; sensation and perception; mental imagery; memory and imagination; thinking; instinct, feeling, interest and the emotions; the will and self-expression.

Education 2. History of education. (A, C.) Principal BOYDEN.

Second year in elementary department, third year in primary department. Ten weeks, one recitation period a week; one period a week of preparation.

The purpose of this course is to emphasize the principles and methods of teaching in elementary schools by tracing their genesis and development; to broaden the horizon of the teacher through an acquaintance with the work of a few modern leaders in education; to emphasize the relation of the spirit and environment of a people to their education; to lay a foundation for future educational reading and discussion. Consideration is given chiefly to the movements represented by Pestalozzi, Herbart, Fröbel and the more recent leaders.

Education 3. History of education. (B.) Principal BOYDEN.

Third year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The history of education is incorporated in a broad study of the historical development of the Teutonic people. Such a study gives a setting for educational development in its relation to progress in civilization; it also furnishes a basis for understanding the great international questions of the present time. In the field of educational sociology the more important social problems of the day are studied from contemporaneous sources; actual conditions are made plain; the steps that are being taken in solving the problem are outlined; and the results already attained are determined. Both of these subjects form the background for the exercises in current events.

The method of teaching social civics of the town and city is worked out from the use of some standard supplementary reader in connection with actual observation of the civic life of the community.

Education 4. Methods. (A, B, C.) Miss NEWTON.

Second year in elementary and primary departments, third year in intermediate department. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The course includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching subjects of study in the elementary grades; some research work related to educational problems of the day and to pedagogical literature.

Education 5. Kindergarten theory and practice. (C.) Miss WELLS.

Second year. Thirty-eight weeks, six recitation periods a week; five periods a week of preparation.

This includes Fröbel's mother play, with collateral reading to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life; occupations and other handiwork adapted to little children; classification

of songs, games and stories, with study of their educational value and practice in their use; program work, including the adaptation of all material to children of different ages; observation and practice in the kindergarten.

Education 6. Kindergarten theory and practice. (C.) Miss WELLS.

Third year. Nineteen weeks, six recitation periods a week; five periods a week of preparation.

A continuation of Education 5.

Education 7. Primary methods. (C.) Miss WELLS.

Third year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

This includes observation in all grades of the model school; school hygiene and child study as outlined in the training department; methods and materials used in teaching reading, writing, number, nature study, music and manual arts in the first three grades.

Education 8. School management. (B.) Professional course for teachers in upper grades. Mr. HUNT.

Third year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The work in school administration includes a study of the fundamental principles of school management, together with the methods and devices best adapted to promote self-control in the pupils. It furnishes opportunity to study some of the executive problems in the modern graded school, and to become acquainted with some of the leading methods of instruction, classification and promotion of pupils. The students are introduced to the duties of a principal in organizing his school so as to promote the physical, mental and moral welfare of the pupils and increase the efficiency and helpfulness of the teachers; they are also given practice in the keeping of records, computing school statistics, making reports and ordering textbooks and supplies.

OBSERVATION AND PRACTICE TEACHING.

The work in observation and in Practice Teaching 1 is done in the training school; that of Practice Teaching 2, in schools in near-by towns and cities. The purpose of the training school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It is one of the public schools of the town, and includes a kindergarten, nine elementary grades and a non-English speaking room. It has a principal and twelve regular teachers, under whose direction the normal students ob-

serve and practice. Each grade room is subdivided into three smaller rooms for group teaching by the students under the supervision of the grade teacher.

Education 9. Directed observation. (A, B, C.) Observation in the training school. Miss NEWTON, Supervisor.

First year. Nineteen weeks, two periods a week.

The aim of this observation is to give familiarity with schoolroom conditions and methods. It extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Education 10. Practice teaching 1. (A, B, C.) Intensive teaching in the training school. Miss NEWTON, Supervisor.

Second year in elementary and primary departments, third year in intermediate department. Ten weeks, forenoons.

After careful observation the students serve as assistants in at least two grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises.

Education 11. Practice teaching. (A, B, C.) Miss NEWTON, Supervisor.

Extensive teaching, under supervision, in the schools in near-by towns and cities. Elementary department, second year, ten weeks; intermediate and primary departments, third year, nineteen weeks.

The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. The teachers are visited and criticized by the supervisor of training and by teachers from different departments of the normal school. Systematic reports of their work are made to the supervisor by the teachers with whom they are working. Twelve towns and cities are available for this apprentice teaching, with schools ranging from the single-room rural school to the well-graded city school.

GENERAL INFORMATION.

Location.

Bridgewater is one of the most pleasant and healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston on the Plymouth Division of the New York, New Haven & Hartford Railroad, and is easily reached by train and trolley from all parts of the State. The buildings and grounds of the State Normal School are attractively located near the center of the town, ten minutes' walk from the railway station.

Buildings and Equipment.

The main school building is a massive brick structure, divided into three connecting sections, affording good light and air in all the rooms. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. It is well supplied with water, is heated and ventilated by the fan system, has a heat-regulating apparatus and electric time and electric light service. In this building are the principal's office, assembly hall, libraries, and the offices, classrooms and laboratories of the different departments of the school. One-third of the building is devoted to the model school.

The school has a large and valuable library of reference books with topical card catalogues. Each department also has its own library of books especially devoted to the subjects taught in the department.

The Albert Gardner Boyden gymnasium, a new brick structure, is a model of architecture and perfectly adapted to its uses. It serves the school not only for physical training but also as a place for indoor sports, social gatherings and banquets.

Four residence halls have been erected and furnished by the State for the accommodation of lady teachers and students. In Normal Hall, the oldest of these buildings, are the administrative offices and dining rooms. Woodward Hall contains sixteen rooms. Tillinghast Hall, erected in 1896, contains thirty-seven residence rooms. The new dormitory, completed in September, 1911, contains ninety rooms. Each building has its own reception and reading rooms, is heated by steam, lighted by electricity and thoroughly ventilated. The halls are in charge of the principal of the school and the dean.

The natural science garden is the gift of Mr. Albert G. Boyden, Principal Emeritus of the school. It serves as an out-of-door laboratory for biology, geography and school gardening.

The greenhouse, an important adjunct of the work of the natural science garden, is the gift of Mrs. Elizabeth R. Stevens, a graduate of the school.

The Campus.

Boyden Park comprises six acres of land across the street east of the buildings. It has a beautiful pond in the center, shade trees, and pleasant walks dividing it into open areas for tennis courts and for other outdoor sports. Adjoining the park is Normal Grove, a half acre of fine chestnut trees. South Field, across the street on the south side, includes two acres of level ground which are used for athletic sports.

Expenses.

Tuition. — To residents of Massachusetts declaring their intention to teach in the public schools of the Commonwealth, tuition is free. Residents of other States, and residents of Massachusetts who intend to teach in other States or in private schools, may be admitted upon the payment of tuition at the rate of \$50 a year, one-half of which amount is payable at the beginning of each term, or half year; provided, that the admission of such students does not exclude or inconvenience residents of Massachusetts intending to teach in the public schools of the Commonwealth.

Board. — The price of board for those who live in the residence halls is \$160 a year, \$40 of this amount being due at the beginning of each quarter of ten weeks. This rate is made on the basis of two students occupying one room and taking care of their room. Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge. An extra charge is made to students occupying a room alone and for board during any regular recess or vacation.

Deductions are not made from the above rate for absence, unless it is on account of illness or for some other good reason. When absence is necessary a deduction of \$3 will be made for each full week of such absence.

For men attending the school, rooms will be found in private families near by, at prices varying according to the kind of room desired. Board can be obtained by them at the school boarding hall for \$3 a week.

Payments must be strictly in advance and should be made without the presentation of bills. A diploma will not be granted until all school bills are paid.

Checks should be made payable to State Normal School at Bridgewater, and when sent by mail should be addressed to the school.

Transient rates for guests and visitors are as follows: by the day, \$1.50; breakfast, 20 cents; luncheon, 25 cents; dinner, 35 cents; single room, 75 cents.

Other Expenses. — Women students will require a gymnasium suit, gymnasium shoes, rubber bathing caps and bath towels. Arrangements for these are made with the instructor in physical training at the beginning of the course. They are obtained at cost prices, and it is intended that the expense shall not be more than \$10.

The use of textbooks is free. Students purchase their own note books and writing materials, and also pay for their drawing kits, printed outlines of studies, breakage, and all supplies carried away from the school for their future use.

Rooms in the Residence Halls.

Rooms in the residence halls are supplied with furniture, including mattresses and pillows. Students are required to bring bed covering for single beds, towels, napkin ring, and clothes bag for laundry. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

A reassignment of rooms is made at the end of each school year, preference in choice being given to those who have been longest in the school.

Candidates for admission who have applied for rooms in advance may select their rooms at the time of the June examinations in the order of the date of their application. All applicants, including those fully certified, are expected to appear on the first day of registration in June to select their rooms and take the physical examination. After the June examinations rooms can be chosen at any time from those that are still available.

Pecuniary Aid.

The State makes an annual appropriation of \$4,000 for the normal schools to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given for the first half year of attendance, and is not given to students from the town in which the school is located. Applications are to be made to the principal in writing, and to be accompanied by such evidence as shall satisfy him that the applicant needs the aid. Blank forms for application will be furnished near the end of each term.

A loan fund, at present amounting to over \$2,000, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.

Government.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do without compulsion what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct.

Regular and punctual attendance is required of every member of the school. The advantages of the school, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use. No student can afford to lose a single school day, unless it is absolutely necessary that he should do so.

Students must not make arrangements involving absence from any school exercise without previously obtaining permission, and must return punctually after any recess or vacation. Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the school he must return any of its books or other property which he may have and receive regular dismission; otherwise, he must not expect to receive any indorsement from the school.

Register of Graduates.

As complete a record as possible is made of the graduates, showing their scholarship, training and experience after graduation, together with such testimonials of their success in teaching as may be filed from time to time. Such data are accessible to superintendents and school committees, and enable the school to be of assistance both to its graduates and to those who are seeking good teachers. The graduates of the school are in demand and readily find places according to their ability and experience.

Visitors.

Parents and friends of the students, school committees, superintendents, teachers and others who are interested in seeing its work and methods are cordially invited to visit the school at their convenience and to introduce young persons of promise who may desire to avail themselves of its advantages.

HISTORICAL SKETCH.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish \$10,000, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On December 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise \$10,000 for the erection of new buildings for this school. After vigorous competition it was decided

to locate the school at Bridgewater, and the town granted to the school the free use of its town hall for three years. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. **The school was opened September 9, 1840**, with a class of twenty-eight pupils, — seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the **first State normal school building erected in America**.

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

The growth of the school is shown by the enlargements made for its accommodation, as follows: —

In 1861 the school building was enlarged, increasing its capacity 70 per cent. In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students. In 1871 the school building was again enlarged, increasing its capacity 50 per cent. In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students. In 1881 a new building was erected for physical and chemical laboratories.

In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for outdoor recreations. In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of \$150,000. The same year the laboratory building

erected in 1881 was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity 50 per cent., at a cost of \$75,000; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of \$55,000. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1910 an appropriation of \$175,000 was made for a new central power plant and for the erection of a new dormitory for ladies. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden.

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. In 1869 the four-year course was introduced, and an intermediate course, including the studies of the two-year course and electives from the advanced part of the four-year course, was also provided.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the center district public school near by was made a school of observation for the students of the normal school; in 1891 this school, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school.

REGISTER OF STUDENTS.

1914-1915.

Advanced Students.

ENTERED 1912.

| | | |
|--|-------------------------------|-----------------|
| Duffield, Margaret | Teacher | Hingham Center. |
| Oliver, Mary Elizabeth J. ¹ | Teacher | Brockton. |
| Pérez, Micaela | Saltillo, Mex., Normal School | Saltillo, Mex. |

ENTERED 1913.

| | | |
|--------------------------------|-------------------|-----------|
| Chapman, Mary Dunbar | Teacher | Kingston. |
|--------------------------------|-------------------|-----------|

ENTERED 1914.

| | | |
|--|--------------------------------------|--------------------|
| Abercrombie, Newman Barnes | Williams College | Chatham. |
| Alexanian, Manoog Der | Central Turkey College | Boston. |
| Carpenter, Clinton Everett | Teacher | Seekonk. |
| Chaprasdian, Mihran Abraham ¹ | Central Turkey College | Boston. |
| Coldwell, Archibald Gates | Teacher | Cambridge. |
| Phillips, Edwin ¹ | John B. Stetson University | Provincetown. |
| Rau, Frederick E. | Teacher | Roxbury. |
| Wolcott, John King | Teacher | Bridgewater. |
| Abercrombie, Grace Florinda | Teacher | Chatham. |
| Angevine, Alice Maude | Teacher | Attleboro. |
| Blackmer, Grace | Teacher | Plymouth. |
| Chandler, Bertha May | Teacher | Bradford. |
| James, Laura Lizzie | Teacher | Cohasset. |
| Ward, Mary Juliet ¹ | Teacher | Kennebunkport, Me. |
| Weston, Grace Edson ¹ | Colby College | Westdale. |
| Williams, Nellie Maud ² | Johnson, Vt., Normal | Cabot, Vt. |

Men, 8; women, 12.

First-year Students (Class entering 1914).

| | |
|--|-------------------|
| Berman, Edward | Quincy. |
| Burke, Walter Maurice | Rockland. |
| Crocker, Louis Winthrop | Waltham. |
| Golden, William James ¹ | Natick. |
| Ransden, Richard Whitcomb | Westdale. |
| Sargent, Warren Russell | Merrimacport. |
| Sheehan, John Joseph | Cambridge. |
| Adams, Dorothy Edna | East Bridgewater. |
| Ames, Augusta Rice | Rockland. |
| Ash, Alice Theresa | Quincy. |
| Ash, Lois Leanora ¹ | Bridgewater. |
| Ayer, Eugenie Gertrude | Kingston. |
| Baker, Clara Ida ¹ | Holyoke. |

¹ Present part of first term.² Present second term.

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| Baker, Dora Irene . | Pittsfield. |
| Barker, Beulah Bennett . | Fall River. |
| Barry, Ethel Elizabeth . | North Swansea. |
| Barry, Katharine Evelyn . | Brockton. |
| Beal, Alice Burton . | Atlantic. |
| Begley, Mary Dorothea . | Middleborough. |
| Billings, Marion Louise . | Canton. |
| Bolen, Edna Victoria . | Fall River. |
| Briggs, Evelyn Hope . | Marion. |
| Brown, Marion Elizabeth . | Campello. |
| Bumpus, Laura Janet . | East Wareham. |
| Burgess, Ethel Mason . | Fall River. |
| Burns, Lilly Beatrice . | New Bedford. |
| Burns, Mae Power . | Whitman. |
| Carey, Abigail Elizabeth . | Pittsfield. |
| Carman, Irene Almira . | Marion. |
| Casey, Louise Dorothea . | Fall River. |
| Cash, Mary Ellen . | Nantucket. |
| Chase, Bertha Emily . | Nantucket. |
| Clare, Helen Patricia . | Holyoke. |
| Colburn, Irene Amanda . | Somersworth, N. H. |
| Coleman, Frances Anna . | Nantucket. |
| Collet, Blanche Anita . | New Bedford. |
| Collingwood, Elizabeth Rowe . | Plymouth. |
| Collis, Annie Cecelia . | Fall River. |
| Corey, Mary Perry . | New Bedford. |
| Cullis, May Winifred . | Jamaica Plain. |
| Davol, Mabel Maria . | Fall River. |
| Day, Bertha Emilie . | East Dedham. |
| Dennis, Margaret Louise . | Attleboro. |
| Douglass, Ethel . | Newton Highlands. |
| Drake, Lillian Beatrice . | North Easton. |
| Dunn, Ethel Howard . | Fairhaven. |
| Eaton, Grace ¹ . | South Hingham. |
| Eldridge, Beatrice Earle . | East Harwich. |
| Eldridge, Mary Frances . | Wareham. |
| Elliott, Celia Mills . | North Dartmouth. |
| Ellis, Laura Frances . | Mattapoisett. |
| Evans, Helen Louise . | Taunton. |
| Farnham, Marion Olive . | Brockton. |
| Finnegan, Emma . | Fall River. |
| Fish, Helen Webster . | Amesbury. |
| Fitzsimmons, Ruth Catherine ¹ . | Holyoke. |
| Fleming, Loretta Catherine . | Pittsfield. |
| Flynn, Susan Cecilia . | Lawrence. |
| Foley, Mary Elizabeth . | Quincy. |
| Foster, Elizabeth Veronica . | New Bedford. |
| Fowle, Ruth Sawyer . | Lexington. |
| Foye, Lillian Rachel . | Middleborough. |
| Fraser, Mary Rachel . | Plymouth. |
| Fyans, Edith Jennie . | Fall River. |
| Gaffney, Amelia Foster . | Gloucester. |
| Gazarian, Lucy Theresa . | Dorchester. |
| Gifford, Bernice . | Rochester. |
| Gooch, Helen Agnes . | Whitman. |
| Grenier, Lucie Marie . | Quincy. |

¹ Present part of first term.

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|---|---|---|---|---|---|---|---|----------------------|
| Gushee, Rosa Cynthia | . | . | . | . | . | . | . | Winthrop. |
| Hamilton, Ruth Morse | . | . | . | . | . | . | . | Brockton. |
| Hanley, Catherine Mary | . | . | . | . | . | . | . | East Weymouth. |
| Hayes, Blanche Cofran | . | . | . | . | . | . | . | Milton, N. H. |
| Hicks, Lucy Davis | . | . | . | . | . | . | . | Fall River. |
| Horne, Ruby M. ¹ | . | . | . | . | . | . | . | Abington. |
| Horton, Edith Charles | . | . | . | . | . | . | . | Taunton. |
| Howard, Helen Katherine | . | . | . | . | . | . | . | South Easton. |
| Hulse, Gertrude French | . | . | . | . | . | . | . | Mattapoisett. |
| Kapples, Alice Christina | . | . | . | . | . | . | . | West Quincy. |
| Kemp, Katherine Kay | . | . | . | . | . | . | . | Provincetown. |
| Kennedy, Rose Loretto | . | . | . | . | . | . | . | Holyoke. |
| Kimball, Evelyn Doris | . | . | . | . | . | . | . | Littleton. |
| Kingsley, Marjorie Faye | . | . | . | . | . | . | . | Taunton. |
| Landry, Emily Anne | . | . | . | . | . | . | . | East Braintree. |
| Lawton, Ida Mae | . | . | . | . | . | . | . | Taunton. |
| Lehmkuhl, Loretta May | . | . | . | . | . | . | . | East Taunton. |
| Lennon, Margaret Frances | . | . | . | . | . | . | . | Franklin. |
| Lennon, Mary Eleanor | . | . | . | . | . | . | . | Franklin. |
| Leonard, Bessie Frances | . | . | . | . | . | . | . | South Middleborough. |
| Leonard, Hattie Luther | . | . | . | . | . | . | . | Brookville. |
| Lincoln, Ruth Alcott | . | . | . | . | . | . | . | Attleboro. |
| Linnehan, Mary Pauline | . | . | . | . | . | . | . | Pittsfield. |
| Little, Dorothy Colman | . | . | . | . | . | . | . | Newburyport. |
| Lockhart, Helen Mae | . | . | . | . | . | . | . | Falmouth. |
| Lowe, Nellie Jeannett | . | . | . | . | . | . | . | Rochester, N. H. |
| Lynch, Marian Esther | . | . | . | . | . | . | . | Roslindale. |
| Lyons, Edith Mary | . | . | . | . | . | . | . | Holyoke. |
| MacLeod, Ruth Helen | . | . | . | . | . | . | . | Quincy. |
| MacQuarrie, Lillian Elizabeth | . | . | . | . | . | . | . | Minot. |
| Maguire, Mary Frances | . | . | . | . | . | . | . | South Lawrence. |
| Malcolm, Jean Royle | . | . | . | . | . | . | . | Fall River. |
| Manley, Lillias Eugene | . | . | . | . | . | . | . | Fall River. |
| Maracek, Evelyn Pearl | . | . | . | . | . | . | . | Springfield. |
| McCabe, Margaret Mary | . | . | . | . | . | . | . | Franklin. |
| McMahon, Mary Elizabeth | . | . | . | . | . | . | . | New Bedford. |
| McMahon, Rachael Clare | . | . | . | . | . | . | . | Randolph. |
| McNeill, Ruth Bernice | . | . | . | . | . | . | . | Haverhill. |
| McTague, Mary Clinton Frances | . | . | . | . | . | . | . | Holbrook. |
| Mendonce, Mary Louisa | . | . | . | . | . | . | . | Nantucket. |
| Miller, Mary Alys | . | . | . | . | . | . | . | Barre Plains. |
| Monks, Stella May | . | . | . | . | . | . | . | Fall River. |
| Mostrom, Rachel | . | . | . | . | . | . | . | North Middleborough. |
| Moulton, Grace Elizabeth | . | . | . | . | . | . | . | Norwell. |
| Murphy, Anna Elizabeth | . | . | . | . | . | . | . | Charlestown. |
| Murphy, Florence Elizabeth ¹ | . | . | . | . | . | . | . | East Weymouth. |
| Murphy, Hazel Mary | . | . | . | . | . | . | . | Fall River. |
| Nickerson, Abbie Carrie | . | . | . | . | . | . | . | West Harwich. |
| Noonan, Josephine Anna | . | . | . | . | . | . | . | Canton. |
| Norton, Dorothy Williams | . | . | . | . | . | . | . | Oak Bluffs. |
| O'Connell, Julia Agnes | . | . | . | . | . | . | . | Canton. |
| O'Connell, Loretta Margaret | . | . | . | . | . | . | . | Cambridge. |
| O'Hare, Mary Margaret | . | . | . | . | . | . | . | Fall River. |
| O'Hearn, Margaret Frances Veronica | . | . | . | . | . | . | . | Fall River. |
| Ouderkirk, Marjorie Ellison | . | . | . | . | . | . | . | Brockton. |
| Packard, Norma Bradford | . | . | . | . | . | . | . | Rockland. |

¹ Present part of first term.

| | |
|---|--------------------|
| Paine, Esther Boynton | Elmwood. |
| Partridge, Winnifred Kate | West Medford. |
| Peavey, Margaret | Fall River. |
| Powers, Ruth Frances ¹ | North Weymouth. |
| Prophett, Ellen Frances | Bridgewater. |
| Prouty, Rena Ileene | Rockland. |
| Quinn, Loretta Frances ² | Fall River. |
| Randall, Dorothy Louise | Whitman. |
| Reed, Bernice Madison | Middleborough. |
| Regan, Mary Elizabeth | Fall River. |
| Reidy, Margaret Catherine | East Weymouth. |
| Robinson, Dorothy King | Taunton. |
| Rogan, Marion Elizabeth | Spencer. |
| Sackenoff, Etta | Fall River. |
| Sampson, Helen May | Plymouth. |
| Savage, Louise Julia | Franklin. |
| Scherzer, Anna Katharine | New Bedford. |
| Seagrave, Rosamond Helen | Attleboro. |
| Shea, Mary Cecelia | Franklin. |
| Shepherd, Ruth | Leicester. |
| Smith, Elizabeth Austin | Nantucket. |
| Smith, Gladys Mae | Haverhill. |
| Smith, Irene Clara | Springfield. |
| Smith, Lizzie | Fall River. |
| Spencer, Della Sylvester | Brockton. |
| Squarey, Frances Libbie | North Abington. |
| Strid, Anna Linea | South Braintree. |
| Sullivan, Agnes Elizabeth | Ware. |
| Sullivan, Helen Frances | Brockton. |
| Swett, Angie Mae | Provincetown. |
| Talmage, Lucille Hendrie | New Bedford. |
| Taylor, Ruth Emily | West Medford. |
| Thomas, Pauline Marion | Cambridgeport. |
| Tinkham, Mildred Clark | Mattapoisett. |
| Tooker, Anne Bancroft | Taunton. |
| Traynor, Margaret | South Somerset. |
| True, Elizabeth Alice ² | Haverhill. |
| Trueman, Nina Pearl | Portsmouth, N. H. |
| Tunison, Marie Jeannette ¹ | Taunton. |
| Tuttle, Alice Grant | Chatham. |
| Tyler, Gladys Bernadette | North Abington. |
| Vincent, Kathleen | Edgartown. |
| Wanner, Mary Rounsville | East Mattapoisett. |
| Warren, Alice Greenwood | Abington. |
| Washburn, Anna Wilbur | Brockton. |
| Webster, Gladys Lulu | Marshfield. |
| Welch, Florence Elizabeth | Franklin. |
| Whelan, Elizabeth Harford | Campello. |
| Wilde, Edith Chandler | Weymouth. |
| Wilder, Clara Moran | East Weymouth. |
| Wilder, Elsie Sherman | South Hingham. |
| Willett, Harriet ¹ | Needham. |
| Wood, Lillian Averick | Nantucket. |
| Wood, Mary Milne | Fall River. |
| Young, Laura Mendell | New Bedford. |

Men, 7; women, 173.

¹ Present part of first term.² Present first term.

A. Elementary Department.

SECOND-YEAR STUDENTS (CLASS ENTERING 1913).

| | |
|--|--------------------|
| Alden, Elizabeth Frances | Rockland. |
| Ames, Helen Louise | South Easton. |
| Ashton, Abbie Elizabeth | Plymouth. |
| Ayer, Esther Caroline | Winchester. |
| Baker, Ellen Pearl | New Bedford. |
| Bartlett, Bertha | Bridgewater. |
| Bentley, Alice Louise | Weymouth. |
| Bentley, Ruby | New Bedford. |
| Blinn, Eunice Elizabeth | Fall River. |
| Boland, Margaret Christina | Cambridge. |
| Borden, Mabel Isabella | New Bedford. |
| Brownell, Mildred Nancy | Attleboro. |
| Bruton, Marie Josephine | Quincy. |
| Bullock, Helen Pierce | Attleboro. |
| Burgess, Lottie Gertrude | Wareham. |
| Burns, Genevieve Frances | Brockton. |
| Bursley, Anna Viola | Andover. |
| Cahill, Mary Josephine | East Braintree. |
| Calder, Elsie Gertrude | South Hanson. |
| Calef, Pearl Sawyer | Haverhill. |
| Christie, Margaret Linwood | Plymouth. |
| Churbuck, Maude Graham | Middleborough. |
| Clayton, Ruth Chapman | Campello. |
| Crimmin, Gladys Evelyn | Bradford. |
| Crocker, Esther Moyce | Falmouth. |
| Cromb, Pearl May | Mendon. |
| Croughan, Anna | Woburn. |
| Daggett, Florence Elliott | Provincetown. |
| DeVine, Stella Marie | Kingston. |
| DeYoung, Lillian Maquerite | Quincy. |
| Diradoor, Edna Anna | Weehawken, N. J. |
| Douglas, Beatrice May | Winthrop. |
| Drake, Esther Annis | Stoughton. |
| Dunham, Mildred | Braintree. |
| Dunne, Mildred Elizabeth | Canton. |
| Emerson, Dorothy | Haverhill. |
| FitzGerald, Annie Clare ¹ | Rockland. |
| FitzGerald, Ellen Teresa | Rockland. |
| Fitz-Patrick, Phoebe Cecilia | Everett. |
| Forbes, Hazel Burnham | Haverhill. |
| Furber, Elizabeth | Dorchester. |
| Furphey, Charlotte Veronica | Ware. |
| Gaffney, Helen Lenore | Whitman. |
| Gould, Ellen Marie | Rockland. |
| Hallihan, Mary Helena | Mansfield. |
| Hannigan Hazel Marie | Brockton. |
| Heyman, Hester Laura | East Orange, N. J. |
| Hinckley, Thelma Clift | Stonington, Conn. |
| Holmes, Helen Franklin | Plymouth. |
| Hunter, Helen | Anderson, S. C. |

¹ Present part of first term.

| | |
|---|-------------------|
| Hurley, May Estelle | New Bedford. |
| Johansen, Bertha | Newburyport. |
| Johnson, Helen Arvilla | Quincy. |
| Keast, Marion Fayetta | Quincy. |
| Keen, Gladys Elizabeth | New Bedford. |
| Kennedy, Mary Frances | Quincy. |
| Kerrigan, Isabel Everildis | New Bedford. |
| Killars, Alma Luise | Stonington, Conn. |
| Littlewood, Loretta May | New Bedford. |
| Lynch, Ida May | Taunton. |
| Lyons, Marguerite Elinor | West Stoughton. |
| Macy, Frances Burdon | Oak Bluffs. |
| McCarthy, Mary Theresa | Ware. |
| McDermott, Frances Catherine | Cherry Valley. |
| McDonough, Mary Eustelle Veronica | Fall River. |
| McElheney, Grace Agnes | Brockton. |
| McIsaac, May Frances | Taunton. |
| McKinley, Mildred ¹ | Brockton. |
| Morin, Georgianna Delia | Fall River. |
| Morrison, Mary Gray | Quincy. |
| Murphy, Marguerite Cecilia | Fall River. |
| O'Brien, Frances Mary | New Bedford. |
| O'Neill, Emily Theresa | Holbrook. |
| Packard, Alice Louise | Sharon. |
| Pettigrove, Marion Frances | Brockton. |
| Phillips, Edith May | Oak Bluffs. |
| Phillips, Martha Alma | North Abington. |
| Pimental, Mary Jessie | Plymouth. |
| Power, Kathryn Frances | Fall River. |
| Rau, Marie Jenison | Elmwood. |
| Reddy, Mary Joseph | Fall River. |
| Sanby, Zetelle May | Winthrop. |
| Scollard, Pauline | East Braintree. |
| Shaw, Beatrice Gray | Fall River. |
| Sherwood, Laura Gray | Attleboro. |
| Shortall, Bride Agnes | New Bedford. |
| Shyne, Margaret Catherine | Quincy. |
| Sibor, Annie | New Bedford. |
| Silvia, Alice Ellen | New Bedford. |
| Simonds, Vera Hildegarde | South Braintree. |
| Sinnott, Ruth Gurdy | Marshfield. |
| Stackpole, Marion Chamberline | Newbury. |
| Steele, Evelyn Rosalie | Springfield. |
| Strange, Helen Marjorie | Marshfield. |
| Thurston, Sara Emma | Middleborough. |
| Tucker, Celia Frances | Rochdale. |
| Tuthill, Delight | Mattapoisett. |
| Vieira, Flora | New Bedford. |
| Westburg, Anna Madaleine | Watertown. |
| Whiting, Grace Russell | Plymouth. |
| Wilde, Mildred Fallows | Fall River. |
| Williams, Olive Anna | New Bedford. |

Women, 102.

¹ Present part of first term.

B. Intermediate Department.

SECOND-YEAR STUDENTS (CLASS ENTERING 1913).

| | | | | | | | |
|-----------------------------|---|---|---|---|---|---|------------------|
| Bigelow, Marion Adeline | . | . | . | . | . | . | Brockton. |
| Blood, Mildred Hatch | . | . | . | . | . | . | Lancaster, N. H. |
| Bowen, Emily Anna | . | . | . | . | . | . | Attleboro. |
| Brown, Laura May | . | . | . | . | . | . | Brockton. |
| Cagney, Mary Alice | . | . | . | . | . | . | Bridgewater. |
| Cameron, Annie Maria | . | . | . | . | . | . | Bridgewater. |
| Dineen, Mary Florence | . | . | . | . | . | . | Brockton. |
| Faircloth, Jennie Evelyn | . | . | . | . | . | . | Rockland. |
| Holmes, Esther Louise | . | . | . | . | . | . | Campello. |
| McDonough, Helen Marguerite | . | . | . | . | . | . | Vineyard Haven. |
| Mumford, Mary Magdalen | . | . | . | . | . | . | Taunton. |
| Phipps, Helen Estelle | . | . | . | . | . | . | Milton. |
| Polk, Mildred Turner | . | . | . | . | . | . | Wollaston. |
| Reardon, Alice Gertrude | . | . | . | . | . | . | Brockton. |
| Sampson, Laura Madeleine | . | . | . | . | . | . | Brockton. |
| Shanahan, Anna Josephine | . | . | . | . | . | . | Rockland. |
| Smith, Mabel Jennie | . | . | . | . | . | . | Whitman. |
| Tompkins, Edith Caroline | . | . | . | . | . | . | Rockland. |
| Tuckwell, Esther Frances | . | . | . | . | . | . | Merrimacport. |
| Whelan, Louise Manchester | . | . | . | . | . | . | Campello. |

THIRD-YEAR STUDENTS (CLASS ENTERING 1912).

| | | | | | | | |
|----------------------------|---|---|---|---|---|---|--------------------|
| Churchill, Florence Mosher | . | . | . | . | . | . | Whitman. |
| Clarke, Esther Marion | . | . | . | . | . | . | Millville Heights. |
| Cottle, Doris Allen | . | . | . | . | . | . | New Bedford. |
| Flaherty, Mabelle Gertrude | . | . | . | . | . | . | Brockton. |
| Frost, Florence | . | . | . | . | . | . | Middleborough. |
| Hazen, Jane Lucy | . | . | . | . | . | . | Brockton. |
| Howard, Ruth Alice | . | . | . | . | . | . | New Bedford. |
| Howard, Stella Baker | . | . | . | . | . | . | North Pembroke. |
| Humphrey, Helen Macomber | . | . | . | . | . | . | Rochester. |
| Jenkins, Louise Brownelle | . | . | . | . | . | . | Reading. |
| Keirnan, Grace Elizabeth | . | . | . | . | . | . | Wareham. |
| LeBaron, Helen Eugenia | . | . | . | . | . | . | Brockton. |
| Manter, Mildred Emma | . | . | . | . | . | . | Taunton. |
| McGowan, Lilia Juanita | . | . | . | . | . | . | Brockton. |
| McGrath, Esther Mary | . | . | . | . | . | . | Rockland. |
| Paulson, Lillian Mary | . | . | . | . | . | . | Campello. |
| Phillips, Lucy May | . | . | . | . | . | . | Campello. |
| Prestat, Marie Eugenie | . | . | . | . | . | . | Whitman. |
| Quinlan, Loretta Winifred | . | . | . | . | . | . | Whitman. |
| Quinn, Susan May | . | . | . | . | . | . | Kingston. |
| Shaughnessy, Elizabeth May | . | . | . | . | . | . | Uxbridge. |
| Tucker, Lillian May | . | . | . | . | . | . | West Medford. |
| Whitmarsch, Marion Loring | . | . | . | . | . | . | Neponset. |

C. Primary Department.

SECOND-YEAR STUDENTS (CLASS ENTERING 1913).

| | | | | | | | | |
|--------------------------|---|---|---|---|---|---|---|-------------------|
| Barron, Edna Irene | . | . | . | . | . | . | . | Beverly. |
| Brown, Marion | . | . | . | . | . | . | . | Manchester, Conn. |
| Dalby, Amelia Frances | . | . | . | . | . | . | . | Egypt. |
| Fobes, Mary Frances | . | . | . | . | . | . | . | West Bridgewater. |
| Moulton, Doris Ethel | . | . | . | . | . | . | . | Attleboro. |
| Shaw, Mayna | . | . | . | . | . | . | . | Plymouth. |
| Thompson, Anna Elizabeth | . | . | . | . | . | . | . | Hyde Park. |
| Tower, Alma Louise | . | . | . | . | . | . | . | North Abington. |
| Whorff, Bertha Vellora | . | . | . | . | . | . | . | North Scituate. |

THIRD-YEAR STUDENTS (CLASS ENTERING 1912).

| | | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|---|----------------|
| Bates, Marjorie | . | . | . | . | . | . | . | Clinton. |
| Forbes, Ruth Pauline ¹ | . | . | . | . | . | . | . | New Bedford. |
| Gustin, Ellen Grant | . | . | . | . | . | . | . | Attleboro. |
| Jefferson, Rose Ellen | . | . | . | . | . | . | . | Monteilo. |
| Jensen, Adah Felicia | . | . | . | . | . | . | . | West Lynn. |
| Jerauld, Olivia | . | . | . | . | . | . | . | East Harwich. |
| Kendrick, Helen Dean | . | . | . | . | . | . | . | Chathamport. |
| O'Brien, Mary Frances | . | . | . | . | . | . | . | West Quincy. |
| Place, Sarah Tompkins | . | . | . | . | . | . | . | North Dighton. |
| Pratt, Marion Louise | . | . | . | . | . | . | . | Bridgewater. |
| Quail, Josephine | . | . | . | . | . | . | . | Taunton. |
| Ridley, Rosa Gertrude | . | . | . | . | . | . | . | South Hanson. |
| Wheeler, Mabel Louise | . | . | . | . | . | . | . | Hyde Park. |

Women, 22.

D. Advanced Department.

This department will be discontinued after July 1, 1917. The Board of Education has under consideration the establishment in this school of a graduate course of instruction designed for experienced teachers who desire to equip themselves for positions as principals and superintendents of schools, and for other administrative lines of work. Such a course, it is planned, shall be open only to college or normal school graduates who have had at least two years of successful experience as teachers.

SECOND-YEAR STUDENTS (CLASS ENTERING 1913).

| | | | | | | | | |
|-----------------------------|---|---|---|---|---|---|---|----------------|
| Arslanian, Kissag Hagop | . | . | . | . | . | . | . | Boston. |
| Cloues, Paul | . | . | . | . | . | . | . | Newton Center. |
| Mack, Alfred Russell | . | . | . | . | . | . | . | North Easton. |
| Mahoney, William Francis | . | . | . | . | . | . | . | Rockland. |
| Sutherland, William Charles | . | . | . | . | . | . | . | Bridgewater. |

¹ Present part of first term.

| | |
|-------------------------------------|---------------|
| Capen, Esther Rubie | Stoughton. |
| Gustafson, Mabel | Avon. |
| Knox, Alberta May | New Bedford. |
| Lewis, Florence Elizabeth | Keene, N. H. |
| Sampson, Marion Louisa | South Hanson. |

THIRD-YEAR STUDENTS (CLASS ENTERING 1912).

| | |
|---------------------------------------|------------------|
| Andrews, Walter Howard | Sharon. |
| Burgess, Joseph Reed | Rockland. |
| Casey, Bartholomew Francis | Bridgewater. |
| Gulumian, Aram Garabed | Chelsea. |
| Harper, John Henry | Allston. |
| Ramsey, Edward Albert | Middleborough. |
| Wright, Eugene Allen | Plympton. |
| Anglin, Anna Loretta | South Braintree. |
| Churchill, Ruby Estelle | Winthrop. |
| Curran, Theresa Beatrice | Brockton. |
| Cutting, Esther | Cambridge. |
| Dillon, Madeleine Catherine | Randolph. |
| Gilbert, Mary Louise | Brockton. |
| Hunt, Margaret Murtel | Quincy. |
| Lane, Miriam Frances | Brockton. |
| Lynch, Grace Pauline | North Easton. |
| Morrell, Helen Frances | Merrimac. |
| Peterson, Helen Belle | Auburndale. |
| Thomas, Margaret Evelyn | Rock. |

FOURTH-YEAR STUDENTS (CLASS ENTERING 1911).

| | |
|--|----------------|
| Brooks, Charles Wilfred | South Hanover. |
| Dunn, Cornelius Francis | Baldwinville. |
| Kendall, Harold Lavern | Norwood. |
| LeLacheur, Embert Alexander | Boston. |
| Rau, William M. | Roxbury. |
| Wheeler, Daniel Gage | Rockland. |
| Arnold, Amy Edna | Abington. |
| Bishop, Susan Azuba | Rock. |
| Cole, Mary Louise ¹ | Dorchester. |
| Drake, Harriot Frances | Melrose. |
| Fitzgibbon, Mary Margaret | Athol. |
| Wetherbee, Laeta Irene | Fall River. |
| Wiley, Helen Ruth | Fall River. |
| Wright, Edith Lobdell | Plympton. |

Men, 18; women, 25.

¹ Present part of first term.

Summary.

| | Men. | Women. | Totals. |
|---|-------|--------|---------|
| Advanced students | 8 | 12 | 20 |
| First-year students: — | | | |
| Class entering 1914 | 7 | 173 | 180 |
| Department A: — | | | |
| Class entering 1913 | - | 102 | 102 |
| Department B: — | | | |
| Class entering 1913 | - | 20 | 20 |
| Class entering 1912 | - | 23 | 23 |
| Department C: — | | | |
| Class entering 1913 | - | 9 | 9 |
| Class entering 1912 | - | 13 | 13 |
| Department D: — | | | |
| Class entering 1913 | 5 | 5 | 10 |
| Class entering 1912 | 7 | 12 | 19 |
| Class entering 1911 | 6 | 8 | 14 |
| Total for the year | 33 | 377 | 410 |
| Admitted this year | 15 | 183 | 198 |
| Graduated, 1914 | 7 | 138 | 145 |
| Number receiving certificates for special courses . . | 1 | 7 | 8 |
| Whole number admitted from the beginning . . . | 1,474 | 5,401 | 6,875 |
| Number who have received diplomas or certificates . . | 951 | 3,637 | 4,588 |
| Number graduated from the four-year course . . . | 210 | 213 | 413 |
| Number enrolled in the model school, 1914-15 . . . | - | - | 440 |

nbH
716

THE COMMONWEALTH OF MASSACHUSETTS

State Normal School
Bridgewater



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1916.

Term expires
May 1

BY APPOINTMENT.

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| 1917. | JEREMIAH E. BURKE | . | . | . | . | BOSTON. |
| 1916. | ELLA LYMAN CABOT | . | . | . | . | BOSTON. |
| 1918. | JAMES CHALMERS | . | . | . | . | FITCHBURG. |
| 1918. | A. LINCOLN FILENE | . | . | . | . | BOSTON. |
| 1917. | THOMAS B. FITZPATRICK | . | . | . | . | BROOKLINE. |
| 1916. | FREDERICK W. HAMILTON | . | . | . | . | CAMBRIDGE. |
| 1917. | PAUL H. HANUS | . | . | . | . | CAMBRIDGE. |
| 1918. | MARGARET SLATTERY | . | . | . | . | MALDEN. |

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| WILLIAM ORR | . | . | . | . | . | Deputy Commissioner. |
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NELLIE M. WILKINS

University Extension.

| | | | | | | |
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| JAMES A. MOYER | . | . | . | . | . | Director. |
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AGENTS.

| | | | | | | |
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| ROBERT H. SPAHR | . | . | . | . | . | University Extension. |

| | | | | | | |
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and practice.

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FRILL G. BECKWITH, Instructor in practical arts.

ELIZABETH POPE, Instructor in household arts (1)

Training School

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| | |
|---|----------|
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| S. ELIZABETH POPE | Grade 9. |
| MARTHA M. BURNELL | Grade 8. |
| BERTHA S. DAVIS | Grade 7. |
| NELLIE M. BENNETT | Grade 6. |
| JENNIE BENNETT | Grade 5. |
| BERTHA O. METCALF | Grade 4. |
| RUTH M. MOODIE | Grade 3. |
| NEVA I. LOCKWOOD | Grade 2. |

| | |
|-----------------------------------|--|
| FLORA M. STUART | Grade 1. |
| RUTH E. DAVIS | Grade 1. |
| ANNE M. WELLS | Principal of Kindergarten. |
| FRANCES P. KEYES | Assistant in Kindergarten. |
| Mrs. BERNICE E. BARROWS | Non-English speaking grade. |
| <hr/> | |
| CHARLES H. BIXBY | Secretary. |
| Mrs. IDA A. NEWELL | Dean of Residence Halls. |
| Mrs. HARRIET F. BIXBY | Matron. |
| Miss ROSE E. JUDGE | Resident Nurse. |
| THOMAS E. ANNIS | Chief Engineer. |
| WILLIAM MOORE | Superintendent of Grounds and Gymnasium. |

CALENDAR.

1916.

| | |
|-----------------|--------------------------------------|
| Jan. 31. | Second term begins. |
| Feb. 22. | Washington's Birthday, a holiday. |
| March 18-27. | Spring recess. |
| March 28. | School reopens. |
| April 19. | Patriot's Day, a holiday. |
| May 30. | Memorial Day, a holiday. |
| June 19. | Graduation day. |
| June 22-23. | First entrance examination. |
| Sept. 5-6. | Second entrance examination. |
| Sept. 5. | Training school opens. |
| Sept. 7. | Beginning of the normal school year. |
| Oct. 12. | Columbus Day, a holiday. |
| Nov. 29-Dec. 4. | Thanksgiving recess. |
| Dec. 5. | School reopens. |
| Dec. 23-Jan. 1. | Christmas recess. |

1917.

| | |
|-------------------|--|
| Jan. 29. | |
| Feb. 22. | |
| March 30-April 9. | |
| April 10. | |
| April 19. | |
| May 30. | |
| June 19. | |
| June 21-22. | |
| Sept. 4-5. | |
| Sept. 4. | |
| Sept. 6. | |
| Oct. 12. | |
| Nov. 28-Dec. 3. | |
| Dec. 4. | |
| Dec. 22-Dec. 31. | |

1917.

| | |
|---------|-----------------|
| Jan. 2. | School reopens. |
|---------|-----------------|

1918.

| |
|---------|
| Jan. 1. |
|---------|

Sessions are from 9.15 A.M. to 12 M., and from 1.15 P.M. to 3.50 P.M. There are no sessions on Saturday.

The telephone call of the school is "8063;" the telephone call of the principal's residence is "2-2."

STATE NORMAL SCHOOL,

BRIDGEWATER, MASSACHUSETTS.

PRINCIPLES OF THE SCHOOL.

This school is one of the ten normal schools maintained by the Commonwealth of Massachusetts for the preparation of teachers for the public schools of the State. It is under the direct supervision of the State Board of Education.

The first aim of the school is to inspire its students with the professional spirit. It is of vital importance that the teacher should have a just appreciation of his work and that he should be imbued with the spirit of service. The normal student is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, and all the exercises of the school, from the point of view of the teacher.

The student teacher is led through the professional study of the subjects of the public school curriculum, that he may learn how to use each subject in the teaching process. The normal school is made professional, not by the exclusion of these subjects from its curriculum, but by the inclusion of the educational study of them. All subjects are to be studied, not only in their direct bearing upon the process of teaching, but also for the purpose of getting a broader view of their scope and meaning.

After the educational study of each subject in the curriculum, to obtain command of its principles and ascertain its pedagogical value, the student enters upon a study of the development of the human mind and body to find the broader educational principles which underlie all true teaching. The method of teaching is determined by these principles, and the student is to become so trained in their application that he will be able to rightly conduct the education of his pupils.

A practical study of children is made in connection with the teaching in the different grades of the training school.

In close conjunction with the practice teaching a careful analysis is made of the art of teaching, school organization, school government and school laws.

APPLICATION FOR ADMISSION.

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June. Examinations, as far as possible, should be taken in June.

Blank forms for application, carrying with them application for room in the residence halls when desired, will be furnished upon request. Certificate blanks are to be obtained by principals of high schools upon application to the principal of the normal school.

New classes are admitted only at the beginning of the school year, in September.

Correspondence in relation to admission should be addressed to the principal.

REQUIREMENTS FOR ADMISSION.

The admission requirements as given below will be in effect after January 1, 1916.

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records

of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. Prescribed Subjects. — Three units.

- (1) English literature and composition 3 units.

B. Elective Subjects. — At least 7 units from the following subjects: —

| | |
|---|--------------------------|
| (2) Algebra | 1 unit. |
| (3) Geometry | 1 unit. |
| (4) History | 1, 2 or 3 units. |
| (5) Latin | 2, 3 or 4 units. |
| (6) French | 2 or 3 units. |
| (7) German | 2 or 3 units. |
| (8) Physics | 1 unit. |
| (9) Chemistry | 1 unit. |
| (10) Biology, botany or zoölogy | $\frac{1}{2}$ or 1 unit. |
| (11) Physical geography | $\frac{1}{2}$ or 1 unit. |
| (12) Physiology and hygiene | $\frac{1}{2}$ or 1 unit. |
| (13) General science | $\frac{1}{2}$ or 1 unit. |
| (14) Drawing | $\frac{1}{2}$ or 1 unit. |
| (15) Household arts | 1 or 2 units. |

| | |
|---|--------------------------|
| (16) Manual training | 1 unit. |
| (17) Stenography, including typewriting | 1 or 2 units. |
| (18) Bookkeeping | 1 unit. |
| (19) Commercial geography | $\frac{1}{2}$ or 1 unit. |
| (20) Arithmetic | $\frac{1}{2}$ or 1 unit. |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

III. (A). *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

(B). *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of

the high school shall certify that the applicant is entitled to certification in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of

such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. Admission as Advanced Students. — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

SCHEDULE OF ENTRANCE EXAMINATIONS.

THURSDAY, JUNE 22, 1916.

| <i>Morning.</i> | <i>Afternoon.</i> |
|---|-------------------------------|
| 8.30– 8.45. Registration. | 1.30–2.30. Geometry. |
| 8.45–10.30. English literature and composition. | 2.30–4.00. Latin, arithmetic. |
| 10.30–11.30. History. | 4.00–5.00. General science. |
| 11.30–12.30. Algebra. | |

FRIDAY, JUNE 23, 1916.

| <i>Morning.</i> | <i>Afternoon.</i> |
|--|---|
| 8.15– 8.30. Registration. | 1.30–2.30. Chemistry, physics. |
| 8.30– 9.30. Drawing, stenography. | 2.30–3.30. Physiology, bookkeeping. |
| 9.30–11.00. French, German, current events. | 3.30–4.30. Biology, botany, zoölogy. |
| 11.00–12.00. Physical geography, commercial geography. | 4.30–5.30. Household arts or manual training. |

TUESDAY, SEPTEMBER 5, 1916.

| <i>Morning.</i> | <i>Afternoon.</i> |
|---|-------------------------------|
| 8.30– 8.45. Registration. | 1.30–2.30. Geometry. |
| 8.45–10.30. English literature and composition. | 2.30–4.00. Latin, arithmetic. |
| 10.30–11.30. History. | 4.00–5.00. General science. |
| 11.30–12.30. Algebra. | |

WEDNESDAY, SEPTEMBER 6, 1916.

| <i>Morning.</i> | <i>Afternoon.</i> |
|--|---|
| 8.15- 8.30. Registration. | 1.30-2.30. Chemistry, physics. |
| 8.30- 9.30. Drawing, stenography. | 2.30-3.30. Physiology, bookkeeping. |
| 9.30-11.00. French, German, current events. | 3.30-4.30. Biology, botany, zoölogy. |
| 11.00-12.00. Physical geography, commercial geography. | 4.30-5.30. Household arts or manual training. |

Physical Examination. — Dr. Isabel Weston, the school physician, will be at the gymnasium on June 22 and September 5, 1916, at 10 o'clock A.M., to examine, without expense to the candidate, all women candidates for admission to the school.

CURRICULA.

The courses of instruction and training are grouped in three distinct divisions, or departments, as follows:—

A. Elementary Department. — For those preparing to teach in elementary schools, including the first six grades only, or in rural schools of all grades.

B. Intermediate Department. — For those preparing to teach in intermediate schools or junior high schools, including the seventh, eighth and ninth grades.

C. Primary Department. — For those preparing to teach in primary schools, or in the first three grades only. This department equips more fully for teaching little children, and trains teachers for work in the primary grades with a proper use of kindergarten methods. The demand for teachers with such training is in excess of the supply.

The curriculum of department A covers two years; that of department B, three years; and that of department C, three years. The work of the first year is the same for all of the departments, definite differentiation taking place at the beginning of the second year.

A. Elementary Department.

| | Number of Weeks. | PERIODS PER WEEK. ¹ | |
|--|------------------|--------------------------------|--------------|
| | | Recitation. | Preparation. |
| <i>First Year.</i> | | | |
| English Language 1 | 38 | 3 | 3 |
| English Language 2 | 38 | 2 | 2 |
| English Language 3 | 38 | 1 | 1 |
| Music 1 | 19 | 5 | 4 |
| Arithmetic 1 | 19 | 4 | 4 |
| Geography 1 | 19 | 4 | 4 |
| Practical Science 1 | 19 | 4 | 4 |
| Practical Science 2 | 38 | 2 | 2 |
| Practical Arts 1 | 38 | 2 | 2 |
| Drawing and Fine Arts 1 | 38 | 2 | 2 |
| Physical Education 1 | 38 | 2 | - |
| Education 8 | 19 | 2 | - |
| <i>Second Year.</i> | | | |
| English Language 3 | 19 | 1 | 1 |
| Literature 1 | 28 | 4 | 4 |
| Geography 2 | 19 | 4 | 4 |
| History and Social Science 1 | 19 | 4 | 4 |
| Practical Science 3 | 28 | 2 | 2 |
| Practical Arts 1 | 10 | 2 | 2 |
| Drawing and Fine Arts 2 | 19 | 2 | 2 |
| Physical Education 2 | 19 | 2 | - |
| Physical Education 4 | 19 | 2 | 2 |
| Education 1 | 19 | 4 | 4 |
| Education 2 | 10 | 1 | 1 |
| Education 4 | 19 | 4 | 4 |
| Education 9 | 10 | 15 | - |
| Education 11 | 10 | 25 | - |

¹ Periods are forty-five minutes in length.

B. Intermediate Department.

| | Number of Weeks. | PERIODS PER WEEK. ¹ | |
|--|------------------|--------------------------------|--------------|
| | | Recitation. | Preparation. |
| <i>First Year.</i> | | | |
| English Language 1 | 38 | 3 | 3 |
| English Language 2 | 38 | 2 | 2 |
| English Language 3 | 38 | 1 | 1 |
| Music 1 | 19 | 5 | 4 |
| Arithmetic 1 | 19 | 4 | 4 |
| Geography 1 | 19 | 4 | 4 |
| Practical Science 1 | 19 | 4 | 4 |
| Practical Science 2 | 38 | 2 | 2 |
| Practical Arts 1 | 38 | 2 | 2 |
| Drawing and Fine Arts 1 | 38 | 2 | 2 |
| Physical Education 1 | 38 | 2 | - |
| Education 8 | 19 | 2 | - |
| <i>Second Year.</i> | | | |
| English Language 3 | 19 | 1 | 1 |
| English Language 4 | 19 | 4 | 4 |
| Literature 2 | 19 | 4 | 4 |
| Music 2 | 19 | 4 | 4 |
| Arithmetic 2 | 19 | 4 | 4 |
| Geography 2 | 19 | 4 | 4 |
| Geography 3 | 19 | 4 | 4 |
| History and Social Science 2 | 19 | 5 | 5 |
| History and Social Science 3 | 19 | 4 | 4 |
| Practical Arts 1 | 19 | 2 | 2 |
| Practical Arts 2 | 19 | 2 | 2 |
| Drawing and Fine Arts 3 | 19 | 2 | 2 |
| Physical Education 2 | 38 | 2 | - |
| Physical Education 4 | 19 | 2 | 2 |
| <i>Third Year.</i> | | | |
| Literature 3 | 10 | 4 | 4 |
| Geography 4 (elective) | 19 | 4 | 4 |
| Practical Science 4 (elective) | 19 | 4 | 4 |
| Practical Arts 3 (elective) | 19 | 2 | 2 |
| Practical Arts 4 (elective) | 19 | 4 | 4 |
| Physical Education 3 | 10 | 2 | 2 |
| Education 1 | 19 | 4 | 4 |
| Education 3 | 19 | 4 | 4 |
| Education 4 | 19 | 4 | 4 |
| Education 7 | 19 | 4 | 4 |
| Education 9 | 10 | 15 | - |
| Education 11 | 19 | 25 | - |

¹ Periods are forty-five minutes in length.

C. Primary Department.

| | Number of Weeks. | PERIODS PER WEEK. ¹ | |
|--|------------------|--------------------------------|--------------|
| | | Recitation. | Preparation. |
| <i>First Year.</i> | | | |
| English Language 1 | 38 | 3 | 3 |
| English Language 2 | 38 | 2 | 2 |
| English Language 3 | 38 | 1 | 1 |
| Music 1 | 19 | 5 | 4 |
| Arithmetic 1 | 19 | 4 | 4 |
| Geography 1 | 19 | 4 | 4 |
| Practical Science 1 | 19 | 4 | 4 |
| Practical Science 2 | 38 | 2 | 2 |
| Practical Arts 1 | 38 | 2 | 2 |
| Drawing and Fine Arts 1 | 38 | 2 | 2 |
| Physical Education 1 | 38 | 2 | - |
| Education 8 | 19 | 2 | - |
| <i>Second Year.</i> | | | |
| English Language 3 | 19 | 1 | 1 |
| Literature 1 | 28 | 4 | 4 |
| History and Social Science 1 | 19 | 4 | 4 |
| Practical Arts 1 | 10 | 2 | 2 |
| Drawing and Fine Arts 2 | 19 | 2 | 2 |
| Physical Education 2 | 19 | 2 | - |
| Physical Education 4 | 19 | 2 | 2 |
| Education 1 | 19 | 4 | 4 |
| Education 5 | 38 | 2 | 2 |
| Education 9 | 10 | 15 | - |
| Education 10 | 38 | - | - |
| <i>Third Year.</i> | | | |
| Practical Science 3 | 19 | 2 | 2 |
| Physical Education 3 | 19 | 2 | 2 |
| Education 4 | 19 | 4 | 4 |
| Education 2 | 10 | 1 | 1 |
| Education 6 | 38 | 4 | 4 |
| Education 11 | 19 | 25 | - |

¹ Periods are forty-five minutes in length.

Conditions for Graduation.

Each student who faithfully and honorably completes the full curriculum of any department, and who, in the estimation of the principal, is qualified to succeed as a teacher in that department of public education for which such curriculum is designed to train him, shall, upon the recommendation of the principal of the school, and with the approval of the Board of Education, receive a diploma of graduation, signed on behalf of the Board by the Commissioner of Education, the chairman of the Board of Education and the principal of the school.

Advanced Students.

Graduates of normal schools, and teachers of not less than three years' experience who present satisfactory testimonials of their work and character, may select, with the approval of the principal, courses adapted to preparation for teaching in primary or intermediate grades, or for departmental teaching. Such students are required to take minimum work of twenty periods a week. Upon the completion of one year's work a certificate is given specifying the courses taken. For two years' work the regular two-year diploma is granted.

Graduates of colleges who desire to fit themselves to teach in the elementary grades or in the junior high school may select courses covering one year's work, with a minimum of twenty periods a week, for which a special diploma will be granted.

Courses of Instruction and Training.

The work in all departments is based on the following essentials for successful teaching:—

1. A professional attitude toward the subjects to be used in teaching. A new point of view has to be established: the subjects are considered as instruments to be used in the instruction of children.

2. A background of knowledge of the essential truths of the subject to be taught. This implies a careful selection, from the

point of view of the teacher, of the essential facts in the different subjects and the study of their educational value.

3. A careful organization of the work to be done in the grades, including the choice of material and the method of teaching, with a view to the development of the children in accordance with their own experiences. The general method is given by the instructors in the normal school in connection with the class work; the detailed method in each grade is given by the supervisor of training and by the critic teachers in connection with the practice work.

Courses designated "A" are for teachers preparing for elementary schools, or grades 1 to 6 inclusive; those designated "B" are for teachers preparing for intermediate schools, or grades 7, 8 and 9; and those designated "C," for teachers preparing especially for the primary grades 1, 2 and 3.

ENGLISH LANGUAGE.

English Language 1. Oral and written expression. (A, B, C.)
Miss DICKINSON.

First year. Thirty-eight weeks, three recitation periods a week; three periods a week of preparation.

The aim of the course is to organize the fundamental facts of language which are used in the elementary grades, and give students practice in the use of the same under criticism. The first half of the course includes oral and written themes, and aims to teach clear expression and to discover the needs of individual students; spelling,—including simple rules of spelling, discussion of children's word lists, the modern theory of spelling and methods of teaching; dictionary work,—for adults and for children; use of the library and of reference books; how to use and make bibliographies; note taking; letter writing.

The last half of the course includes (a) language lessons,—a survey of subject-matter, methods of teaching elementary composition and of correcting children's errors; (b) grammar. The facts of sentence construction are organized to teach recognition of the sentence as a unit of speech; to discover the principles underlying the present-day use of word-forms as they occur in well-composed sentences; to evolve a terminology adapted to the needs of young pupils and based upon the present condition of the English language; to establish standards which shall rationalize the speech of the teacher and his pupils.

English Language 2. Reading. (A, B, C.) Miss MOFFITT.

First year. Thirty-eight weeks, two recitation periods a week; two periods a week of preparation.

The course includes phonics, with application to work in the different grades; systems of teaching reading in the first grade; story-telling,—fables, folk-

stories, fairy tales, children's poets; methods of teaching reading in the six grades, — use of pictures, dramatization, sight reading (oral and silent), seat work, reading to children, memory selections; hygiene of reading, — fatigue, speech defects, backwardness in speech. A dramatic club is organized for the young women of the school.

English Language 3. Penmanship. (A, B, C.) Mr. DONER.

First year. Thirty-eight weeks, one recitation period a week; one period of preparation.

Second year. Nineteen weeks, one recitation period a week; one period a week of preparation.

The aim of the course is to train students to write well on paper and on the blackboard, in order that they may possess the technical skill required for the teaching of penmanship. The course is based on the arm or muscular movement method, — the method used in American schools to-day, — and consists of thorough training in position, penholding, muscular relaxation for ease and fluency in writing; practice in the fundamental movement drills, in correct letter formation, and in word, sentence, paragraph and page writing for the purpose of "carrying over" good writing into all written work; demonstration lessons before classes, to give confidence and ability in teaching the subject; class discussion of a graded course of lessons and methods for securing the best results.

English Language 4. Composition. (B.) Subject-matter course. Miss MOSES.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation; fortnightly conferences.

Oral and written composition in the field of exposition. The purpose is to give training in the investigation and reporting of educational subjects, and in the use of library material. Themes are based on material derived from courses given in other departments of the school, on literature of professional, recreational and cultural interest, and on subjects relating to the social life of the school as reflected in the student's personal experience.

LITERATURE.

Literature 1. Introductory course. (A, C.) Miss MOSES.

Second year. Twenty-eight weeks, four recitation periods a week; four periods a week of preparation; occasional conferences with students.

The aim of this course is to give the student a working acquaintance with elementary school literature and with cultural literature for teachers. The work of the first term includes Norse, Greek and nature myths; legends and hero tales; King Arthur and Robin Hood literature; modern literature for children; poetry for the grades; recreational literature for children; children's periodicals; the relation of the public library to the school. Expository and narrative themes, oral and written, are required in connection with the study of this literature.

The work of the second term includes a survey of current educational literature, of current periodicals, of literature relating to children, and of recreational and cultural reading for teachers. Oral and written composition is continued. Courses are outlined for teaching literature, oral language games, and oral and written composition throughout the grades, with major attention given to the first six grades; in this connection a survey is made of current educational textbooks in elementary literature and composition.

Literature 2. American literature. (B.) Miss DICKINSON.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

A general study of American literature as a record of the thoughts, feelings and imagination of the American people. The course aims (a) to acquaint the student with literary expression called forth by events of the colonial, revolutionary and national periods; (b) to furnish the prospective teacher with literature that may be used in teaching American history. It includes the reading of American classics by periods for the culture of students and for their use in children's classes; a comparison of American writings with contemporary English writings; a discussion of present tendencies in American literature.

Literature 3. Cultural course. (B.) Miss MOSES.

Third year. Ten weeks, four recitation periods a week; four periods a week of preparation.

The aim of the course is to give students an acquaintance with the literature of England of the eighteenth and nineteenth centuries; (a) that they may have a deeper appreciation of the writers of the Romantic and Victorian periods and of their purposes; (b) that they may have a broad background for the teaching of such selections from these authors as are found in the children's literature of the grades. Themes are required in connection with the literature studied.

MUSIC.

Music 1. Introductory course. (A, B, C.) Miss PRINCE.

First year. Nineteen weeks, five recitation periods a week; four periods a week of preparation.

Students are instructed in the proper use of the voice, and in the importance of good enunciation and tone quality as a basis for the artistic rendering of songs. Practice is given in teaching rote songs and in conducting class exercises, both in individual singing and in chorus work. One period a week is devoted to gaining a knowledge of the works of some of the great masters and of the forms in which they wrote, by means of pianola and Victor records, and to chorus practice. There are also weekly recitals out of school hours for all who wish to attend. A ladies' glee club is organized. Opportunity for practice in teaching music is given in connection with the work in the training school.

Music 2. Advanced course. (B.) Miss PRINCE.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

This course includes a continuation of ear-training; observation and discussion of methods of teaching music in grades above the sixth; conducting exercises in the grades as well as in the student's own class; study of three-part and four-part songs; study of intervals and simple chords.

ARITHMETIC.

Arithmetic 1. Introductory course. (A, B, C.) Miss FLETCHER.

First year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

Fundamental ideas governing the teaching of arithmetic, discrimination of essential subject-matter to be taught and the order of teaching; knowledge of the subject that grows out of practical experience; the importance of drill in order to form correct habits. The work of the course includes the following: (a) Drill on fundamental operations for accuracy and rapidity. (b) Units of measure, — simple work for the lower grades; "store arithmetic;" mensuration. (c) Fractions, — common and decimal; percentage and its simpler applications. (d) Problems of various kinds used in schools.

Arithmetic 2. Advanced course. (B.) Mr. JACKSON.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

Commercial and industrial arithmetic adapted to children of the upper grammar grades. In commercial arithmetic such topics as the following are considered in their simpler aspects: the collection and transmission of money, keeping a cash account, insurance, taxes, savings banks and co-operative banks, investment of money in real estate and in stocks and bonds. In industrial arithmetic attention is given to such topics as arithmetic connected with housekeeping, with familiar industries and local manufacturing, and mensuration for common areas and volumes.

GEOGRAPHY.

Geography 1. Home geography. (A, B, C.) Mr. SHAW.

First year. Nineteen weeks, four periods a week in the laboratory; four periods a week of preparation.

The course includes the study of the common minerals and rocks, the agencies at work upon them, and the great earth features and regions. As very few students come with even the slightest acquaintance with this subject, the course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to gravel hill, clay pit, ledge, quarry, foundry and mill. It includes a study of the following topics: The practical study of a few common minerals, building stones and typical kinds of soil, with constant applications to the study of geography and to the industries. Some effects of heat and chemicals upon minerals, with reference to the industries, such as the smelting of ores and the making and using of lime and mortar, land plaster and plaster of Paris. Decay of minerals, — simple study of specimens

in all stages of change; consideration of the agents and forces operating to crack, split, crumble, erode, weather and transform minerals; also the action of wind, moving water and ice in transporting, sorting and depositing the products of the change. Soils, — mineral and other constituents of soil; texture in relation to agriculture; how soils deteriorate and how to prevent deterioration; how to improve soil.

Geography 2. Elementary methods course. (A, B.) Mr. SINNOTT.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

An organization of the essentials of the subject for use in teaching, including the following lines of work: The earth as a planet, and the effects of the earth's rotation and revolution. The atmosphere, and the great laws of climate. The ocean as a modifier of continents and climate and as a great commercial highway. The typical topographic forms and the uses which man makes of them, and the qualities which render them thus useful. The people in their industrial and institutional life. Map reading to fix important facts of location. A plan for studying the continents. The preparation of materials and exercises for teaching. Practice in conducting class discussions. The study of a graded course in geography to determine its adaptation to practical school work. Literature appropriate for grade work in geography. Schoolroom appliances for teaching the subject.

Geography 3. Intermediate methods course. (B.) Mr. SINNOTT.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

Organization of material to serve as a basis for instruction in the seventh and eighth grades: (a) a comprehensive study of the countries of America and Europe, — their natural physical features and man's modification of them for his uses; (b) a review of the geography of the world from the commercial standpoint.

Geography 4. Advanced course (elective). (B.) Mr. SINNOTT.

Third year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The purpose of the course is to give the student such an understanding of the facts connected with the development of the earth's crust as will enable him easily and accurately to interpret the more important geographical problems that may arise in connection with the ordinary teaching of geography in upper grades. Much time is spent in research work that leads to an acquaintance with the sources of geographical material. An excellent electric lantern, with a collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts, models and instruments are constantly at hand for study. A study is also made of the geographical movements of the present day.

HISTORY AND SOCIAL SCIENCE.

History and Social Science 1. Elementary American history.
(A,C.) Miss FLETCHER.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The aim of the course is to organize United States history into its great periods; to discover the important personages and events to be used in teaching; and to illustrate the best methods for presenting the subject in a graded course of studies. The course includes the selection of stories of primitive life adapted to primary grades; the use of biographical readers and narrative histories, and of elementary textbooks; the use of pictures, sand table, blackboard maps, supplementary readers, scrapbooks, etc.; exercises for national holidays; local history,— how to obtain and use material; simple community civics,— to interest children in the activities of town and city, State and nation; current events.

History and Social Science 2. Intermediate American history.
(B.) Miss FLETCHER.

Second year. Nineteen weeks, five recitation periods a week; five periods a week of preparation.

This course covers the development of American civilization, tracing the growth of the American ideals in government, in education, in social status, and in the economic world from their beginnings in European and English history to the present time. American history is organized into its great periods of development. In each period the students determine the problem to be worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crisis, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bearing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civil service on the part of each individual. The work is conducted in the library of history, in order to teach the proper use of a library. Consideration is given to the great national problems of the nineteenth and twentieth centuries, and the student is brought in touch with the problems of to-day by the study of current events.

History and Social Science 3. Community Civics. (B.) **Principal BOYDEN.**

Second year. Nineteen weeks, four recitation periods a week; four periods of preparation.

The course includes the civics of the home, the neighborhood, the playground and the community. The aim is to arouse an intelligent sympathy for civic life, to give an elementary knowledge of civic organizations, and to create op-

portunities for active co-operation in community life. The subject is taught by practical illustrations and supplementary reading adapted to grammar grades and to the junior high school. Magazine sketches, newspaper cuttings, reports and collections of pictures aid in vitalizing the work.

PRACTICAL SCIENCE.

Practical Science 1. Elementary physical science. (A, B, C.)
Mr. JACKSON and Mr. SHAW.

First year. Nineteen weeks, four recitation periods a week, including work in the laboratories; four periods a week of preparation.

The work is based on the belief that every teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in other subjects, as in geography, physiology and nature study. The teacher should also be able to help children to a clear understanding of the allusions met in their reading; should know something of the construction and operation of common instruments in which children are interested in the schoolroom and in the home, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse. The aim is to present in a systematic way as many of the truths most likely to be needed as the time will allow, deriving these truths, in large measure, from the familiar experiences of common life in the fields of physics and chemistry.

Physics. — Such topics are considered as the forms of water and their changes; atmospheric humidity; the dew point; the production of dew, fog, clouds, rain, frost and snow; atmospheric pressure,— its action in the pump, barometer, siphon, vacuum cleaner and other household articles; the production of currents in water and in the air; ocean and atmospheric currents; land and sea breezes; modes of lighting, heating and ventilating the home and the schoolhouse; the transmission, reflection and refraction of light; shadows; eclipses; the shining of the moon; the rainbow; mirrors and lenses and their uses; the electric bell and other electrical appliances in the home; familiar forms of the lever; the sewing machine and other machines used in the home; water supply, municipal and domestic; the piano, violin and other musical instruments; solution; the diffusion of liquids; the absorption and diffusion of gases; capillary action; osmose; buoyancy and floating; the thermometer; the steam engine; water power.

Chemistry. — Emphasis is laid upon applications to home activities, agriculture and manufacturing. A study is made of the following subjects: Some chemical operations needed for the interpretation of nature and human industries. Chemistry of air, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; uses of nitrogen, fertilizers and explosives; uses of carbon dioxide in relation to plants and animals, the need of ventilation, and some of the changes in minerals. Flame and fuel,— how to start, control and extinguish fire; uses of a chimney; ventilation; characteristics of a good fuel. Water,— simple tests for the purity of drinking water; location, curbing protection and ventilation of wells and springs; occurrence of water in minerals and organic bodies. Acids and alkalies,— relation to each other; application to agriculture and home industries.

Practical Science 2. Nature study and gardening. (A, B, C.)
Miss DAVIS.

First year. Thirty-eight weeks, two recitation periods a week, including work in laboratory, field and garden; two periods a week of preparation.

The aim is to secure a first-hand acquaintance with the common plants and animals of the locality. The topics are arranged according to the season, and are studied with constant use of the science garden and greenhouse. They are as follows: (a) For the fall season: growth and metamorphosis of insects; injurious and helpful insects; flowers and fruits, — pollination, fertilization, seed formation and seed distribution; common trees and the preservation of forests. (b) For the winter season: tree study continued; typical animals of the locality, — their activities, adaptive structures and relations to man; non-flowering plants, — means of distinguishing them, their adaptations and their economic use or injury. (c) For the spring season: bird study, — their identification, habits, songs and relation to agriculture; seed germination.

School Gardening. — Each student applies this study by cultivating a flower and vegetable garden. Seeds are tested, plans are arranged for each garden, soil is prepared for seeds and the plot is cultivated for its special purpose. A number of students also work in co-operation on plots designed for decorative or other special purposes, and direct groups of children in planting these gardens.

Practical Science 3. Nature study. (A, C.) Methods course for teachers in elementary grades. Miss DAVIS.

Second year. Twenty-eight weeks in elementary department.

Third year. Nineteen weeks in primary department; two recitation periods a week, including work in laboratory and garden; two periods a week of preparation.

Organization of the nature study material into a definite series of lessons and projects for the first six grades. Actual teaching in the training school. Supervision of the garden work of children.

Practical Science 4. Economic chemistry (elective). (B.) Subject-matter course for teachers in upper grades. Mr. SHAW.

Third year. Nineteen weeks, four periods a week of laboratory exercises with accompanying discussions; four periods a week of preparation.

The instruction has for its purpose a general knowledge of the chemical conditions necessary for good health, human efficiency and progress, and how these conditions may be secured for the individual and for the community. The work consists of laboratory and class study of what we breathe, what we drink and use for cleansing, what we use for fuels and illuminants, foods and food values, adulterants and methods of detecting them, the bleaching, dyeing and care of textiles, observation and assistance in the domestic science class of the training school.

PRACTICAL ARTS.

Practical Arts 1. Introductory course. (A, B, C.) Miss BECKWITH.

First year. Thirty-eight weeks.

Second year. Elementary and primary departments ten weeks, intermediate department nineteen weeks; two recitation periods a week, including work in laboratory; two periods a week of preparation.

The course is planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with processes which they may use in the handicrafts. The hand-work includes practice in the following industrial processes: cardboard and paper constructions; bookmaking and bookbinding; weaving and basketry; clay modeling; elementary sewing.

Practical Arts 2. Advanced course. (B.) Miss BECKWITH.

Second year. Nineteen weeks, two recitation periods a week, including work in laboratory; two periods a week of preparation.

The work is based on the foundation laid in the first year, with special adaptation to the upper grades. Its purpose is to prepare teachers for carrying out the directions of supervisors in sewing, modeling and bookbinding.

Practical Arts 3. Household arts (elective). (B.) Miss POPE.

Third year. Nineteen weeks, two periods a week of laboratory work; two periods a week of preparation.

The aim of the course is to give students practical knowledge of a large number of useful matters connected with the general subject of household arts. The work is closely associated with the lessons given to classes in the training school. It includes instructions in general housekeeping, the care of stoves, classes of foods, methods of cooking, and practical exercises in cooking typical foods.

Practical Arts 4. Gardening (elective). (B.) Miss DAVIS.

Third year. Nineteen weeks, four recitation periods a week in connection with work in the science garden; four periods a week of preparation.

This course is designed for those who wish to prepare themselves to assist in the movement for school and home gardens now going on in various communities. Active co-operation of the school with home and community organizations is to be fostered. The course includes propagation of plants, for garden and grounds, from seeds, bulbs and cuttings; grafting of fruit trees for home orchards; experience in trimming shrubs and trees; experiments on plants for a more thorough understanding of plant processes; raising of special crops under a variety of conditions; methods of spraying. Life histories of useful and injurious insects worked out in garden and greenhouse. During the fall and spring the students supervise the garden work of children.

DRAWING AND FINE ARTS.

Drawing and Fine Arts 1. Introductory course. (A, B, C.) Miss SOPER and Miss DAVIS.

First year. Thirty-eight weeks, two recitation periods a week; two periods a week of preparation.

The courses are planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with the processes which they may use. The subjects for the first term are lettering, color theory, design and color application to projects made in Practical Arts 1. The subjects for the second term are as follows: (a) representation,—including primary drawing, picture building for primary grades, principles of perspective, picture composition and picture study; (b) mechanical drawing, with application to the making of maps, diagrams and working drawings.

Drawing and Fine Arts 2. Elementary methods course. (A, C.) Miss SOPER.

Second year. Nineteen weeks, two recitation periods a week; two periods a week of preparation.

Methods of teaching in different grades and study of outline courses in neighboring towns and cities. Conferences and direct preparation for teaching classes in the training school two periods a week for five weeks. Blackboard sketching for illustrative and decorative purposes in the schoolroom.

Drawing and Fine Arts 3. Intermediate methods course. (B.) Miss SOPER and Miss DAVIS.

Second year. Nineteen weeks, two recitation periods a week; two periods a week of preparation.

Methods of teaching in grades, with more drill on perspective and mechanical drawing, in order to prepare students for teaching more advanced forms of the subject. Art appreciation and picture study in connection with the study of an outline for grade work. Practice in blackboard sketching.

In the third year conferences are held with the students teaching in the training school two periods a week for ten weeks.

PHYSICAL EDUCATION.

Physical Education 1. Gymnastics. (A, B, C.) Gymnasium work for all students. Miss GORDON and Miss BROUGHTON.

First year. Thirty-eight weeks, two periods a week.

The purposes of the department are to aid the student in attaining the highest degree of physical efficiency and bodily symmetry; to enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth; to

furnish her with means to improve and preserve the physical integrity of the pupils intrusted to her care. The course includes practical talks on personal hygiene; anthropometry applied to students; educative and corrective gymnastics,—instruction and drill in positions, movements and exercises; squad and class drills directed by students; the analysis of plays and games suitable for the schoolroom and school yard; observation of gymnastic work with children; singing games and folk dancing.

Physical Education 2. Gymnastics. (A, B, C.) Gymnasium work for all students. Miss GORDON and Miss BROUGHTON.

Second year. Nineteen weeks for elementary and primary departments, thirty-eight weeks for intermediate department; two periods a week.

The work of course 1 is continued with special application to the children of the grades. The students become leaders of groups of children. In addition to the above the work consists of æsthetic dancing and simple pageantry for the students and with children; recess and playground work with children; instruction in measurements of children; emergency lessons in checking the flow of blood, resuscitation, transportation and practical treatment of the common accidents and emergencies of school life; pedagogy and ethics of play, games and athletics.

Physical Education 3. Methods course. (B, C.) Miss GORDON and Miss BROUGHTON.

Third year. Ten weeks for intermediate department, nineteen weeks for primary department, two recitation periods a week; two periods a week of preparation.

This course deals with the use of educative and corrective gymnastics in the grades, and the making of simple gymnastic programs for the day's work and for special occasions; the organizing and managing of playground activities of older children; instruction in taking measurements of the children; æsthetic dancing; school pageants. A brief history of physical education is given.

Physical Education 4. Hygiene. (A, B, C.) Mr. SINNOTT.

Second year. Nineteen weeks, two recitation periods a week; two periods a week of preparation.

The purpose is to give the student an intelligent appreciation of the important laws of hygiene and the habit of living in obedience to these laws, and to enable the prospective teacher to give intelligent care and hygienic training to the children under her instruction. The lines of work taken up are as follows: (a) a study of the various systems of the body, for the essential facts of anatomy, the functions of the various systems and organs, the fundamental laws of health, and the effects of alcohol and narcotics; (b) foods and food values; (c) a study of the principles of sanitary science, including such topics as ventilation and heating, plumbing and drainage, water and milk supply, preparation and preservation of food, bacteria in relation to disease, contagious and infectious diseases, disinfection and vaccination, relation of food, air and water to disease, school hygiene, personal hygiene.

EDUCATION.

Education 1. Educational psychology. (A, B, C.) Mr. STACY and Principal BOYDEN.

Second year in elementary and primary departments, third year in intermediate department. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The purpose of the course is to present the fundamental truths of psychology that are accepted by the profession as a basis for educational practice; also to explain the simple physiological processes which accompany our mental life. It is hoped to cultivate an interest in professional reading among the prospective teachers. The following are among the topics considered: attention; the brain and nervous system, — sensory and motor training, habit; sensation and perception; mental imagery; memory and imagination; thinking; instinct, feeling, interest and the emotions; the will and self-expression.

Education 2. History of education. (A, C.) Principal BOYDEN.

Second year in elementary department, third year in primary department. Ten weeks, one recitation period a week; one period a week of preparation.

The purpose of this course is to emphasize current principles and methods of teaching in elementary schools by tracing their genesis and development; to broaden the horizon of the teacher through an acquaintance with the work of a few modern leaders in education; to emphasize the relation of the spirit and environment of a people to their education; to lay a foundation for future educational reading and discussion. Consideration is given chiefly to the movements represented by Pestalozzi, Herbart, Fröbel and the more recent leaders.

Education 3. History of education. (B.) Principal BOYDEN.

Third year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The history of education is incorporated in a broad study of the historical development of the Teutonic people. Such a study gives a setting for educational development in its relation to progress in civilization; it also furnishes a basis for understanding the great international questions of the present time. In the field of educational sociology the more important social problems of the day are studied from contemporaneous sources; actual conditions are made plain; the steps that are being taken in solving the problem are outlined; and the results already attained are determined. Both of these subjects form the background for the exercises in current educational events.

Education 4. Methods. (A, B, C.) Miss NEWTON.

Second year in elementary department, third year in intermediate and primary departments. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The course includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching subjects of study in the elementary grades; some research work related to educational problems of the day and to pedagogical literature.

Education 5. Kindergarten theory and methods. (C.) Miss WELLS.

Second year. Thirty-eight weeks, two recitation periods a week; two periods a week of preparation.

This course includes a study of Fröbel's "Mother Play Book" and collateral reading, to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life. The course is open to advanced students in other departments.

Education 6. Kindergarten theory and methods. (C.) Miss WELLS.

Third year. Thirty-eight weeks, four recitation periods a week; four periods a week of preparation.

This course includes a study of Fröbel's "Gifts and Occupations" and other allied materials with especial reference to their use in primary work.

Education 7. (B.) Professional course for teachers in the intermediate or junior high school. Mr. STACY.

Third year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The work in this course includes: (1) the psychology of adolescence with its applications to the pedagogy of the intermediate school; (2) the elements of sociology and economics as fundamental influences in shaping the ends of education; (3) the principles of classroom management or discipline; and modern methods of classification and promotion of pupils.

OBSERVATION AND PRACTICE TEACHING.

The work in observation and in Practice Teaching 1 is done in the training school; that of Practice Teaching 2, in schools in near-by towns and cities. The purpose of the training school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It is one of the public schools of the town, and includes a kindergarten, eight elementary grades and a non-English speaking room. It has a principal and twelve regular teachers, under whose direction the normal students observe

and practice. Each grade room is subdivided into three smaller rooms for group teaching by the students under the supervision of the grade teacher.

Education 8. Directed observation. (A, B, C.) Observation in the training school. Miss NEWTON, Supervisor.

First year. Nineteen weeks, two periods a week.

The aim of this observation is to give familiarity with schoolroom conditions and methods. It extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Education 9. Practice teaching. (A, B, C.) Intensive teaching in the training school. Miss NEWTON, Supervisor.

Second year in elementary and primary departments, third year in intermediate department. Five to ten weeks, forenoons.

After careful observation the students serve as assistants in one or two grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises.

Education 10. Observation and practice in the kindergarten. (C.) Miss WELLS.

Second year. Nineteen weeks, eight periods a week; nineteen weeks, forenoons.

The first nineteen weeks students serve as assistants before kindergarten opens, are present during opening exercises, and observe, under direction, two periods a week. The second nineteen weeks they conduct classes, games and other exercises under the direction of the teachers; in connection with this work they are given lessons in program making, story telling, singing and games.

This course is open to advanced students in other departments; the work with children, however, is dependent upon Education 5 and 6.

Education 11. Practice teaching. (A, B, C.) Miss NEWTON and Mr. STACY, Supervisors.

Extensive teaching, under supervision, in the schools in near-by towns and cities. Elementary department, second year, ten weeks; intermediate and primary departments, third year, nineteen weeks.

The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student-teachers are visited and criticized by the supervisor of training and by teachers from different departments of the normal school. Systematic reports of their work are made to the supervisor by the student-teachers and by the teachers with whom they are working. Sixteen towns and cities are available for this apprentice teaching, with schools ranging from the single-room rural school to the well-graded city school.

GENERAL INFORMATION.

Location.

Bridgewater is one of the most pleasant and healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston on the Plymouth Division of the New York, New Haven & Hartford Railroad, and is easily reached by train and trolley from all parts of the State. The buildings and grounds of the State Normal School are attractively located near the center of the town, ten minutes' walk from the railway station.

Buildings and Equipment.

The main school building is a massive brick structure, divided into three connecting sections, affording good light and air in all the rooms. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. It is well supplied with water, is heated and ventilated by the fan system, has a heat-regulating apparatus and electric time and electric light service. In this building are the principal's office, assembly hall, libraries, and the offices, classrooms and laboratories of the different departments of the school. One-third of the building is devoted to the model school.

The school has a large and valuable library of reference books with topical card catalogues. Each department also has its own library of books especially devoted to the subjects taught in the department.

The Albert Gardner Boyden gymnasium, a new brick structure, is a model of architecture and perfectly adapted to its uses. It serves the school not only for physical training but also as a place for indoor sports, social gatherings and banquets.

Four residence halls have been erected and furnished by the State for the accommodation of lady teachers and students. In Normal Hall, the oldest of these buildings, are the administrative offices and dining rooms. Woodward Hall contains

sixteen rooms. Tillinghast Hall, erected in 1896, contains thirty-seven residence rooms. The new dormitory, completed in September, 1911, contains ninety rooms. Each building has its own reception and reading rooms, is heated by steam, lighted by electricity and thoroughly ventilated. The halls are in charge of the principal of the school and the dean.

The natural science garden is the gift of Mr. Albert G. Boyden, principal emeritus of the school. It serves as an out-of-door laboratory for biology, geography and school gardening.

The greenhouse, an important adjunct of the work of the natural science garden, is the gift of Mrs. Elizabeth R. Stevens, a graduate of the school.

The Campus.

Boyden Park comprises six acres of land across the street east of the buildings. It has a beautiful pond in the center, shade trees, and pleasant walks dividing it into open areas for tennis courts and for other outdoor sports. Adjoining the park is Normal Grove, a half acre of fine chestnut trees. South Field, across the street on the south side, includes two acres of level ground which are used for athletic sports.

Expenses.

Tuition. — To residents of Massachusetts declaring their intention to teach in the public schools of the Commonwealth, tuition is free. Residents of other States, and residents of Massachusetts who intend to teach in other States or in private schools, may be admitted upon the payment of tuition at the rate of \$50 a year, one-half of which amount is payable at the beginning of each term, or half year; provided, that the admission of such students does not exclude or inconvenience residents of Massachusetts intending to teach in the public schools of the Commonwealth.

Board. — The price of board for those who live in the residence halls is \$160 a year, \$40 of this amount being due at the beginning of each quarter of ten weeks. This rate is made on

the basis of two students occupying one room and taking care of their room. Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge. An extra charge is made to students occupying a room alone and for board during any regular recess or vacation.

Deductions are not made from the above rate for absence, unless it is on account of illness or for some other good reason. When absence is necessary a deduction of \$3 will be made for each full week of such absence.

For men attending the school, rooms will be found in private families near by, at prices varying according to the kind of room desired. Board can be obtained by them at the school boarding hall for \$3 a week.

Payments must be strictly in advance and should be made without the presentation of bills. A diploma will not be granted until all school bills are paid.

Checks should be made payable to State Normal School at Bridgewater, and when sent by mail should be addressed to the school.

Transient rates for guests and visitors are as follows: by the day, \$1.50; breakfast, 20 cents; luncheon, 25 cents; dinner, 35 cents; single room, 75 cents.

Other Expenses. — Women students will require a gymnasium suit, gymnasium shoes, rubber bathing caps and bath towels. Arrangements for these are made with the instructor in physical training at the beginning of the course. They are obtained at cost prices, and it is intended that the expense shall not be more than \$10.

The use of textbooks is free. Students purchase their own note books and writing materials, and also pay for their drawing kits, printed outlines of studies, breakage, and all supplies carried away from the school for their future use.

Rooms in the Residence Halls.

Rooms in the residence halls are supplied with furniture, including mattresses and pillows. Students are required to bring bed covering for single beds, towels, napkin ring, and clothes

bag for laundry. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

A reassignment of rooms is made at the end of each school year, preference in choice being given to those who have been longest in the school.

Candidates for admission who have applied for rooms in advance may select their rooms at the time of the June examinations in the order of the date of their application. All applicants, including those fully certified, are expected to appear on the first day of registration in June to select their rooms and take the physical examination. After the June examinations rooms can be chosen at any time from those that are still available.

Pecuniary Aid.

The State makes an annual appropriation of \$4,000 for the normal schools to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given for the first half year of attendance, and is not given to students from the town in which the school is located. Applications are to be made to the principal in writing, and to be accompanied by such evidence as shall satisfy him that the applicant needs the aid. Blank forms for application will be furnished near the end of each term. Applicants are expected to render some service for the aid provided.

A loan fund, at present amounting to over \$2,000, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.

Government.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do without compulsion what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct.

Regular and punctual attendance is required of every member of the school. The advantages of the school, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use. No student can afford to lose a single school day, unless it is absolutely necessary that he should do so.

Students must not make arrangements involving absence from any school exercise without previously obtaining permission, and must return punctually after any recess or vacation. Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the school he must return any of its books or other property which he may have and receive regular dismission; otherwise, he must not expect to receive any indorsement from the school.

Register of Graduates.

As complete a record as possible is made of the graduates, showing their scholarship, training and experience after graduation, together with such testimonials of their success in teaching as may be filed from time to time. Such data are accessible to superintendents and school committees, and enable the school to be of assistance both to its graduates and to those who are seeking good teachers. The graduates of the school are in demand and readily find places according to their ability and experience.

Visitors.

Parents and friends of the students, school committees, superintendents, teachers and others who are interested in seeing its work and methods are cordially invited to visit the school at their convenience and to introduce young persons of promise who may desire to avail themselves of its advantages.

HISTORICAL SKETCH.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish \$10,000, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On December 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise \$10,000 for the erection of new buildings for this school. After vigorous competition it was decided to locate the school at Bridgewater, and the town granted to the school the free use of its town hall for three years. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. **The school was opened September 9, 1840**, with a class of twenty-eight pupils, — seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the **first State normal school building erected in America.**

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

The growth of the school is shown by the enlargements made for its accommodation, as follows:—

In 1861 the school building was enlarged, increasing its capacity 70 per cent. In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students. In 1871 the school building was again enlarged, increasing its capacity 50 per cent. In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students. In 1881 a new building was erected for physical and chemical laboratories.

In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for outdoor recreations. In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of \$150,000. The same year the laboratory building erected in 1881 was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity 50 per cent., at a cost of \$75,000; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of \$55,000. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1910 an appropriation of \$175,000 was made for a new central power plant and for the erection of a new dormitory for ladies. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden.

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was

made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. In 1869 the four-year course was introduced, and an intermediate course, including the studies of the two-year course and electives from the advanced part of the four-year course, was also provided.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the center district public school near by was made a school of observation for the students of the normal school; in 1891 this school, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school.

REGISTER OF STUDENTS.

1915-1916.

Advanced Students.

ENTERED 1914.

| | | |
|---------------------------------------|----------------------------------|------------|
| Alexanian, Manoog Der | Central Turkey College | Boston. |
| Rau, Frederick E. | Teacher | Roxbury. |
| Abercrombie, Grace Florinda | Teacher | Chatham. |
| Angevine, Alice Maude | Teacher | Attleboro. |
| Chandler, Bertha May | Teacher | Bradford. |
| James, Laura Lizzie | Teacher | Cohasset. |

ENTERED 1915.

| | | |
|---|--|-------------------|
| Chituni, Vahan Garabed | Teacher | Boston. |
| McCann, Francis James | Boston College | Framingham. |
| Newman, Augustus W. F. ¹ | Middlebury College | Hoosac Tunnel. |
| Pedroza, Evaristo Hernández | Mexico City Normal | Mexico City, Mex. |
| Purcell, Thomas Patrick ² | St. Joseph's College, Callio- coon, N. Y. | Randolph. |
| Shea, Frederic Leo | Boston College | Holliston. |
| Ximello, Fernando Hoppensted | Puebla, Mex., Normal | Puebla, Mex. |
| Alcaraz, Celfina | Mexico City Normal | Mexico City, Mex. |
| Beach, Claire Julia | Teacher | Charlotte, Vt. |
| Brown, Ella Jane | Bridgewater Normal | Brockton. |
| Crocker, Alice | Teacher | Nantucket. |
| Davis, Elizabeth Isabella ² | Teacher | Berkley. |
| Gallagher, Laura May | Teacher | Ely, Nev. |
| Luna, Francisca R. ³ | Saltillo, Mex., Normal | Saltillo, Mex. |
| Macomber, Mabel Esther | Teacher | Central Village. |
| Macomber, Marianna | Teacher | Central Village. |
| Packard, Inez Wilmot ² | Mt. Holyoke College | Brockton. |
| Platt, Marie Starbuck | Teacher | Rockland. |
| Rackliffe, Mildred Elizabeth ² | Mt. Holyoke College | Campello. |
| Wallis, Pearl ² | Teacher | Annisquam. |

Men, 9; women, 17.

First-year Students (Class entering 1915).

| | | |
|--------------------------------------|-----------|-------------------|
| Barry, George Francis | | South Boston. |
| Barton, Richmond Sylvester | | Bridgewater. |
| DuBois, Charles Alfred | | Brookfield. |
| McDonough, Thomas Joseph | | Fall River. |
| McIlwraith, John Nicol | | Bridgewater. |
| Ray, Carlon Weston | | Campello. |
| Alger, Irene Evelyn | | West Bridgewater. |

¹ Present first term.² Present part of first term.³ Present second term.

| | |
|--|-------------------|
| Atwood, Frances Childs | West Falmouth. |
| Baker, Bessie Rose | Brockton. |
| Baker, Ruth Elizabeth | Brockton. |
| Barlow, Emma Mary Magdaleen | Fall River. |
| Bassett, Hannah Williams | Bridgewater. |
| Bates, Marjorie | Braintree. |
| Beatty, Mary Cecelia | Bridgewater. |
| Bell, Margaret Adams | Arlington. |
| Bigney, Mildred Esther ¹ | Montello. |
| Blenis, Bessie Lynwood | Rockland. |
| Bolster, Mildred Louise ¹ | Arlington. |
| Bowler, Cora May ¹ | Belmont. |
| Bowles, Susan Gorm Bacon | Mattapoisett. |
| Bradley, Helen Elizabeth | Cambridge. |
| Bradley, Mary Kathryn | Quincy. |
| Brooks, Dorothy May | Amesbury. |
| Brown, Dorothy | Newburyport. |
| Brownell, Ethel Pearl | Mattapoisett. |
| Buckley, Bernice Kathleen | Brockton. |
| Burgess, Gladys Russell | Nantucket. |
| Burke, Katherine Elizabeth | New Bedford. |
| Cahoon, Eunice Margaret | Brockton. |
| Cappannari, Mary Lucy | Plymouth. |
| Carroll, Mildred Veronica | Fall River. |
| Chace, Ruth Edna | East Freetown. |
| Chadwick, Gladys Stanley | Fall River. |
| Chapman, Hazel | West Duxbury. |
| Chapman, Lucy Green | Holbrook. |
| Chatfield, Mildred Verna | West Bridgewater. |
| Cobb, Helen Bess | Brockton. |
| Cohen, Mabel | New Bedford. |
| Comstock, Pearl Marie | Bridgewater. |
| Connell, Florence Veronica | Cambridge. |
| Connors, Emma Cecilia | Fall River. |
| Conrod, Cecille Beatrice | East Mansfield. |
| Cook, Florence Marguerite | Springfield. |
| Cooke, Millicent Bosworth | Attleboro. |
| Cooper, Gwendolyn | Brockton. |
| Corliss, May Louise | Rockland. |
| Coyle, Julia Frances | Quincy. |
| Culliford, Hilda Aleda May | Bradford. |
| Cummings, Marjorie Genevieve | Dedham. |
| Denny, Mildred Wood ¹ | Jamaica Plain. |
| Deveney, Anna Eric | Taunton. |
| Donahue, Anna Frances | North Abington. |
| Doughty, Jennie Blanche | North Abington. |
| Drumm, Mary Gertrude | Dedham. |
| Dunn, Ellen Melissa | East Taunton. |
| Durfee, Inez Morrison | Fall River. |
| Eaton, Etta Frances | Middleborough. |
| Eddy, Doris Cranston | Oak Bluffs. |
| Edgar, Helen Gertrude | Taunton. |
| Eldred, Cecelia Mercy | Quissett. |
| Elliott, Ruth Wilson | Campello. |
| Eno, Shirley Parker | New Bedford. |

¹ Present part of first term.

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|--|-----------------|
| Fanning, Mary Catherine | Fall River. |
| Feeny, Rebecca Cleophas ¹ | Cambridge. |
| Feinberg, Sadie | Marshfield. |
| Fiske, Lizzetta Fay | Attleboro. |
| Fitton, Doris Elizabeth | Fall River. |
| Flanagan, Mary Veronica | New Bedford. |
| Foley, Zita Inez | Brockton. |
| Ford, Marion Gertrude | Whitman. |
| Francis, Lydia Pearl | New Bedford. |
| Gallagher, Irene Elizabeth | Spencer. |
| Gibb, Jennie Maxwell | Quincy. |
| Gibson, Edith Ingeborg | Quincy. |
| Gilgan, Grace Marie | Randolph. |
| Göeres, Grace Murray | Avon. |
| Goodwin, Zelda Frances | East Raynham. |
| Grant, Elsie Louise | Brockton. |
| Gray, Winifred | Tewksbury. |
| Hale, Mildred Lillian | Gloucester. |
| Handy, Bertha Frances Eleanor | Falmouth. |
| Harrington, Helen Mary | Fall River. |
| Harrington, Marjorie | Everett. |
| Herrick, Esther Caroline | South Easton. |
| Hinkley, Margaret Howard | Newtonville. |
| Hodgson, Doris Eldridge ¹ | Marion. |
| Holton, Sara Elisabeth | Springfield. |
| Horgan, Katherine Frances | Quincy. |
| Horner, Cicely Vanderveeke | Attleboro. |
| Horrigan, Olive Katherine | Holyoke. |
| Horton, Rhena Mason | Mansfield. |
| Hosford, Dorothy Esther | Franklin. |
| Hull, Reita | Nantucket. |
| Huntress, Helen Odiorne | West Newbury. |
| Johnston, Mae Stuart | Whitinsville. |
| Josselyn, Clara Bates | Bridgewater. |
| Keyes, Mary Constance | Holyoke. |
| King, Mildred Rosebelle | Springfield. |
| Lalanne, Rose Alida | Fall River. |
| Leavitt, Ruth Helen | Quincy. |
| Leslie, Edith Gertrude | Brockton. |
| Lindquist, Lavina Ingrid | Taunton. |
| Lydon, Rachel Louise | North Abington. |
| Lynch, Catherine Cecilia | Fall River. |
| MacDonald, Julia Blake | Fall River. |
| Mackey, Gertrude Marie | Holyoke. |
| Magner, Kathleen Frances | Hingham. |
| Martin, Mary Christine | Holyoke. |
| McAuliffe, Margaret Roberta | Randolph. |
| McClatchey, Alice Louise | Attleboro. |
| McCubbin, Flora Elinith | North Andover. |
| McDonald, Katherine Mary | New Bedford. |
| McDonald, Mary Alice | West Quincy. |
| McElhiney, Alice Therese | Brockton. |
| McGrath, Mary | Fall River. |
| McLearn, Mary Priscilla | Allerton. |
| McSherry, Anna Mae Veronica | Montello. |

¹ Present part of first term.

| | | | | | | | | |
|--------------------------------------|---|---|---|---|---|---|---|----------------------|
| Moher, Christina Isabelle | . | . | . | . | . | . | . | New Bedford. |
| Money, Lucy Abbie | . | . | . | . | . | . | . | Dodgeville. |
| Moore, Esther Wood | . | . | . | . | . | . | . | Whitman. |
| Murphy, Grace Agnes | . | . | . | . | . | . | . | Fall River. |
| Murphy, Mary Josephine | . | . | . | . | . | . | . | Roxbury. |
| Nash, Clarice | . | . | . | . | . | . | . | Plainville. |
| Noyes, Margaret Beatrice | . | . | . | . | . | . | . | Lexington. |
| O'Brien, Gertrude Agnes | . | . | . | . | . | . | . | West Quincy. |
| O'Donnell, Annie Cecilia | . | . | . | . | . | . | . | Bridgewater. |
| O'Donnell, Madeline Gertrude | . | . | . | . | . | . | . | Rockland. |
| Olsen, Esther | . | . | . | . | . | . | . | Wollaston. |
| O'Neil, Mary Frances | . | . | . | . | . | . | . | Fall River. |
| Packard, Gladys Lillian ¹ | . | . | . | . | . | . | . | West Bridgewater. |
| Parker, Helena Morris | . | . | . | . | . | . | . | Melrose. |
| Peterson, Florence Eunice | . | . | . | . | . | . | . | West Hanover. |
| Phillips, Elizabeth Barker | . | . | . | . | . | . | . | West Hanover. |
| Phillips, Myrtis Isabel | . | . | . | . | . | . | . | Taunton. |
| Piguet, Mary Elise | . | . | . | . | . | . | . | Sharon. |
| Power, Mary Bernadette | . | . | . | . | . | . | . | Taunton. |
| Reynolds, Ruth Elsie | . | . | . | . | . | . | . | Quincy. |
| Rice, Dorothy Carpenter | . | . | . | . | . | . | . | Bridgewater. |
| Richmond, Bertha Snow | . | . | . | . | . | . | . | North Middleborough. |
| Riley, Hazel Ernine | . | . | . | . | . | . | . | New Bedford. |
| Riley, Madeline Irvin | . | . | . | . | . | . | . | Fall River. |
| Riley, Mary Elizabeth | . | . | . | . | . | . | . | Randolph. |
| Ryan, Beatrice Emma | . | . | . | . | . | . | . | Holyoke. |
| Ryan, Margaret Evelyn | . | . | . | . | . | . | . | Somerset. |
| Savage, Mary Louise | . | . | . | . | . | . | . | New Bedford. |
| Scott, Inez Monroe | . | . | . | . | . | . | . | Hyde Park. |
| Searle, Mary Anne | . | . | . | . | . | . | . | Taunton. |
| Shea, Loretta Dorothea | . | . | . | . | . | . | . | Holyoke. |
| Shea, Mary | . | . | . | . | . | . | . | Brockton. |
| Sheehan, Anna Mae | . | . | . | . | . | . | . | North Easton. |
| Shurtleff, Mertice Byron | . | . | . | . | . | . | . | Fairhaven. |
| Shyne, Mary Agnes | . | . | . | . | . | . | . | Quincy. |
| Smith, Lena May | . | . | . | . | . | . | . | Somerset. |
| Soulve, Iva May | . | . | . | . | . | . | . | Brockton. |
| Spring, Margaret Whiting | . | . | . | . | . | . | . | Hingham. |
| Stewart, Georgianna Catherine | . | . | . | . | . | . | . | Quincy. |
| Stoyle, Marjorie | . | . | . | . | . | . | . | Stoughton. |
| Sutherland, Dora Frances | . | . | . | . | . | . | . | Bridgewater. |
| Sutliff, Rita Elsie | . | . | . | . | . | . | . | Weymouth. |
| Tallmán, Ethel Holcombe | . | . | . | . | . | . | . | Middleborough. |
| Thomas, Eleanor Harlow | . | . | . | . | . | . | . | South Middleborough. |
| Tiffany, Hilda Phœbe | . | . | . | . | . | . | . | Brockton. |
| Toye, Mary Genevieve | . | . | . | . | . | . | . | Lawrence. |
| Twiss, Edythe Lenore | . | . | . | . | . | . | . | Three Rivers. |
| Underwood, Eleanor | . | . | . | . | . | . | . | Harwich. |
| Varley, Florence May | . | . | . | . | . | . | . | Rehoboth. |
| Wade, Amy Marie ¹ | . | . | . | . | . | . | . | East Bridgewater. |
| Wadsworth, Priscilla Alden | . | . | . | . | . | . | . | North Middleborough. |
| Wallner, Isabella | . | . | . | . | . | . | . | New Bedford. |
| Walmsley, Lena | . | . | . | . | . | . | . | Fall River. |
| Welch, Caroline | . | . | . | . | . | . | . | Taunton. |
| Welsh, Cecelia Alethea | . | . | . | . | . | . | . | Malden. |
| Werme, Lillian Ingeborg | . | . | . | . | . | . | . | West Quincy. |
| West, Helen Agnes | . | . | . | . | . | . | . | Brookville. |

¹ Present part of first term.

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|-------------------------------------|-----------------|
| Whelan, Angela Elizabeth | Fall River. |
| Wherity, Mary Elizabeth | Hingham. |
| White, Sally Nye | Acushnet. |
| Whiting, Helen Bailey | North Hanover. |
| Wing, Mildred Eliot | Bridgewater. |
| Winslow, Esther Lillian | East Mansfield. |
| Woodbury, Marion Ryder | Gloucester. |
| Zarkofski, Josephine Lena | Montello. |

Men, 6; women, 176.

A. Elementary Department.

SECOND-YEAR STUDENTS (CLASS ENTERING 1914).

| | |
|--------------------------------------|--------------------|
| Adams, Dorothy Edna | East Bridgewater. |
| Ames, Augusta Rice | Rockland. |
| Ash, Alice Theresa | Quincy. |
| Baker, Dora Irene | Pittsfield. |
| Barker, Beulah Bennett | Fall River. |
| Barry, Ethel Elizabeth | North Swansea. |
| Barry, Katharine Evelyn | Brockton. |
| Beal, Alice Burton | Atlantic. |
| Begley, Mary Dorothea | Middleborough. |
| Billings, Marion Louise | Canton. |
| Bolen, Edna Victoria | Fall River. |
| Bowen, Emily Anna | Attleboro. |
| Brandon, Marie A. | Cambridge. |
| Briggs, Evelyn Hope | Marion. |
| Bumpus, Laura Janet | East Wareham. |
| Burgess, Ethel Mason | Fall River. |
| Burns, Mae Power | Whitman. |
| Carey, Abigail Elizabeth | Pittsfield. |
| Carman, Irene Almira | Marion. |
| Casey, Louise Dorothea | Fall River. |
| Cash, Mary Ellen | Nantucket. |
| Chase, Bertha Emily | Nantucket. |
| Clare, Helen Patricia | Holyoke. |
| Colburn, Irene Amanda | Somersworth, N. H. |
| Collet, Blanche Anita | New Bedford. |
| Collis, Anne Cecelia | Fall River. |
| Corey, Mary Perry | New Bedford. |
| Cullis, May Winifred | Jamaica Plain. |
| Davol, Mabel Maria | Fall River. |
| Dennis, Margaret Louise | Attleboro. |
| Drake, Lillian Beatrice | North Easton. |
| Dunn, Ethel Howard | Fairhaven. |
| Eldridge, Beatrice Earle | East Harwich. |
| Elliott, Celia Mills | North Dartmouth. |
| Ellis, Laura Frances | Mattapoisett. |
| Evans, Helen Louise | Taunton. |
| Finnegan, Emma | Fall River. |
| Fleming, Loretta Catherine | Pittsfield. |
| Foley, Mary Elizabeth | Quincy. |
| Foster, Elizabeth Veronica | New Bedford. |
| Fyans, Edith Jennie | Fall River. |
| Gaffney, Amelia Foster | Gloucester. |
| Gazarian, Lucy Theresa | Dorchester. |

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|--|----------------------|
| Grenier, Lucie Marie | Quincy. |
| Gushee, Rose Cynthia | Winthrop. |
| Hanley, Catherine Mary | East Weymouth. |
| Hayes, Blanche Cofran ¹ | Milton, N. H. |
| Hicks, Lucy Davis | Fall River. |
| Horton, Edith Charles | Taunton. |
| Howard, Helen Katherine | South Easton. |
| Hulse, Gertrude French | Mattapoisett. |
| Kapples, Alice Christina | West Quincy. |
| Kemp, Katherine Kay | Provincetown. |
| Kennedy, Rose Loretto | Holyoke. |
| Kimball, Evelyn Doris | Littleton. |
| Kingsley, Marjorie Faye | Taunton. |
| Landry, Emily Anne | East Braintree. |
| Lawton, Ida Mae | Taunton. |
| Lehmkuhl, Loretta May | East Taunton. |
| Lennon, Margaret Frances | Franklin. |
| Lennon, Mary Eleanor | Franklin. |
| Leonard, Bessie Frances | South Middleborough. |
| Leonard, Hattie Luther | Brookville. |
| Lincoln, Ruth Alcott | Attleboro. |
| Linnehan, Mary Pauline | Pittsfield. |
| Little, Dorothy Colman | Newburyport. |
| Lockhart, Helen Mae | Falmouth. |
| Lowe, Nellie Jeannett | Rochester, N. H. |
| Lynch, Marian Esther | Roslindale. |
| Lyons, Edith Mary | Holyoke. |
| MacLeod, Ruth Helen | Quincy. |
| Maguire, Mary Frances | South Lawrence. |
| Malcolm, Jean Royle | Fall River. |
| Manley, Lillias Eugene | Fall River. |
| Maracek, Evelyn Pearl | Springfield. |
| McCabe, Margaret Mary | Franklin. |
| McMahon, Mary Elizabeth | New Bedford. |
| McMahon, Rachael Clare | Randolph. |
| McTague, Mary Clinton Frances | Holbrook. |
| Mendonce, Mary Louisa | Nantucket. |
| Miller, Mary Alys | Barre Plains. |
| Monks, Stella May | Fall River. |
| Mostrom, Rachel | North Middleborough. |
| Moulton, Grace Elizabeth | Norwell. |
| Murphy, Anna Elizabeth | Charlestown. |
| Murphy, Hazel Mary | Fall River. |
| Nickerson, Abbie Carrie | West Harwich. |
| Noonan, Josephine Anna | Canton. |
| O'Connell, Julia Agnes | Canton. |
| O'Connell, Loretta Margaret | Cambridge. |
| O'Hare, Mary Margaret | Fall River. |
| O'Hearn, Margaret Frances Veronica | Fall River. |
| Packard, Norma Bradford | Rockland. |
| Paine, Esther Boynton | Elmwood. |
| Partridge, Winnifred Kate | West Medford. |
| Peavey, Margaret | Fall River. |
| Prophett, Ellen Frances | Bridgewater. |
| Prouty, Rena Ileene | Rockland. |

¹ Present part of first term.

| | |
|-------------------------------------|--------------------|
| Quinn, Loretta Frances | Fall River. |
| Randall, Dorothy Louise | Whitman. |
| Reed, Bernice Madison | Middleborough. |
| Regan, Mary Elizabeth | Fall River. |
| Reidy, Margaret Catherine | East Weymouth. |
| Robinson, Dorothy King | Taunton. |
| Rogan, Marion Elizabeth | Spencer. |
| Sampson, Helen May | Plymouth. |
| Savage, Louise Julia | Franklin. |
| Seagrave, Rosamond Helen | Attleboro. |
| Shea, Mary Cecelia | Franklin. |
| Shepherd, Ruth | Leicester. |
| Smith, Elizabeth Austin | Nantucket. |
| Smith, Irene Clara | Springfield. |
| Smith, Lizzie | Fall River. |
| Spencer, Della Sylvester | Brockton. |
| Squarey, Frances Libbie | North Abington. |
| Strid, Anna Linea | South Braintree. |
| Sullivan, Agnes Elizabeth | Ware. |
| Sullivan, Helen Frances | Brockton. |
| Swett, Angie Mae | Provincetown. |
| Talmage, Lucille Hendrie | New Bedford. |
| Taylor, Ruth Emily | West Medford. |
| Thomas, Pauline Marion | Cambridgeport. |
| Tinkham, Mildred Clark | Mattapoisett. |
| Tooker, Anne Bancroft | Taunton. |
| Traynor, Margaret | South Somerset. |
| Trueman, Nina Pearl | Portsmouth, N. H. |
| Tuttle, Alice Grant | Chatham. |
| Tyler, Gladys Bernadette | North Abington. |
| Vincent, Kathleen | Edgartown. |
| Wanner, Mary Rounsville | East Mattapoisett. |
| Warren, Alice Greenwood | Abington. |
| Webster, Gladys Lulu | Marshfield. |
| Welch, Florence Elizabeth | Franklin. |
| Wilde, Edith Chandler | Weymouth. |
| Wilder, Clara Moran | East Weymouth. |
| Wilder, Elsie Sherman | South Hingham. |
| Wood, Lillian Averick | Nantucket. |
| Wood, Mary Milne | Fall River. |
| Young, Laura Mendell | New Bedford. |

Women, 139.

B. Intermediate Department.

SECOND-YEAR STUDENTS (CLASS ENTERING 1914).

| | |
|---------------------------------------|---------------|
| Berman, Edward | Quincy. |
| Burke, Walter Maurice | Rockland. |
| Crocker, Louis Winthrop | Waltham. |
| Ransden, Richard Whitcomb | Westdale. |
| Sargent, Warren Russell | Merrimacport. |
| Sheehan, John Joseph | Cambridge. |
| Brown, Marion Elizabeth | Campello. |
| Burns, Lilly Beatrice | New Bedford. |
| Coleman, Frances Anna | Nantucket. |
| Collingwood, Elizabeth Rowe | Plymouth. |

THIRD-YEAR STUDENTS (CLASS ENTERING 1913).

| | | | | | | |
|-----------------------------|---|---|---|---|---|------------------|
| Arslanian, Kissag Hagop | . | . | . | . | . | Boston. |
| Cloues, Paul | . | . | . | . | . | Newton Center. |
| Mack, Alfred Russell | . | . | . | . | . | North Easton. |
| Mahoney, William Francis | . | . | . | . | . | Rockland. |
| Sutherland, William Charles | . | . | . | . | . | Bridgewater. |
| Bigelow, Marion Adeline | . | . | . | . | . | Brockton. |
| Blood, Mildred Hatch | . | . | . | . | . | Lancaster, N. H. |
| Brown, Laura May | . | . | . | . | . | Brockton. |
| Cagney, Mary Alice | . | . | . | . | . | Bridgewater. |
| Cameron, Annie Maria | . | . | . | . | . | Bridgewater. |
| Capen, Esther Rubie | . | . | . | . | . | Stoughton. |
| Dineen, Mary Florence | . | . | . | . | . | Brockton. |
| Fairecloth, Jennie Evelyn | . | . | . | . | . | Rockland. |
| Gustafson, Mabel | . | . | . | . | . | Avon. |
| Holmes, Esther Louise | . | . | . | . | . | Campello. |
| Know, Alberta May | . | . | . | . | . | New Bedford. |
| Lewis, Florence Elizabeth | . | . | . | . | . | Keene, N. H. |
| McDonough, Helen Marguerite | . | . | . | . | . | Vineyard Haven. |
| Mumford, Mary Magdalene | . | . | . | . | . | Taunton. |
| Phipps, Helen Estelle | . | . | . | . | . | Milton. |
| Polk, Mildred Turner | . | . | . | . | . | Wollaston. |
| Reardon, Alice Gertrude | . | . | . | . | . | Brockton. |
| Sampson, Laura Madeleine | . | . | . | . | . | Brockton. |
| Sampson, Marion Louisa | . | . | . | . | . | South Hanson. |
| Shanahan, Anna Josephine | . | . | . | . | . | Rockland. |
| Smith, Mabel Jennie | . | . | . | . | . | Whitman. |
| Tompkins, Edith Caroline | . | . | . | . | . | Rockland. |
| Whelan, Louise Manchester | . | . | . | . | . | Campello. |

Men, 11; women, 38.

C. Primary Department.

SECOND-YEAR STUDENTS (CLASS ENTERING 1914).

| | |
|------------------------------------|-------------|
| Eldridge, Mary Frances | Wareham. |
| Flynn, Susan Cecilia | Lawrence. |
| Fowle, Ruth Sawyer | Lexington. |
| Norton, Dorothy Williams | Oak Bluffs. |

THIRD-YEAR STUDENTS (CLASS ENTERING 1913).

| | |
|------------------------------------|-------------------|
| Fobes, Mary Frances | West Bridgewater. |
| Forbes, Ruth Pauline | New Bedford. |
| Moulton, Doris Ethel | Attleboro. |
| Shaw, Mayna | Plymouth. |
| Thompson, Anna Elizabeth | Hyde Park. |
| Tower, Alma Louise | North Abington. |
| Whorff, Bertha Vellora | North Scituate. |

Women, 14.

D. Advanced Department.

This department will be discontinued after July 1, 1917. The Board of Education has under consideration the establishment in this school of a graduate course of instruction designed for experienced teachers who desire to equip themselves for positions as principals and superintendents of schools, and for other administrative lines of work. Such a course, it is planned, shall be open only to college or normal school graduates who have had at least two years of successful experience as teachers.

FOURTH-YEAR STUDENTS (CLASS ENTERING 1912).

| | |
|---------------------------------------|------------------|
| Andrews, Walter Howard | Sharon. |
| Burgess, Joseph Reed | Rockland. |
| Casey, Bartholomew Francis | Bridgewater. |
| Gulumian, Aram Garabed | Chelsea. |
| Wright, Eugene Allen | Plympton. |
| Anglin, Anna Loretta | South Braintree. |
| Churchill, Ruby Estelle | Winthrop. |
| Curran, Theresa Beatrice | Brockton. |
| Cutting, Esther | Cambridge. |
| Dillon, Madeleine Catherine | Randolph. |
| Gilbert, Mary Louise | Brockton. |
| Hunt, Margaret Murtel | Quincy. |
| Lane, Miriam Frances | Brockton. |
| Lynch, Grace Pauline | North Easton. |
| Morrell, Helen Frances | Merrimac. |
| Peterson, Helen Belle | Auburndale. |
| Thomas, Margaret Evelyn | Rock. |

Men, 5; women, 12.

Summary.

| | Men. | Women. | Totals. |
|---|-------|--------|---------|
| Advanced students | 9 | 17 | 26 |
| First-year students: — | | | |
| Class entering 1915 | 6 | 176 | 182 |
| Department A: — | | | |
| Class entering 1914 | — | 139 | 139 |
| Department B: — | | | |
| Class entering 1914 | 6 | 15 | 21 |
| Class entering 1913 | 5 | 23 | 28 |
| Department C: — | | | |
| Class entering 1914 | — | 4 | 4 |
| Class entering 1913 | — | 10 | 10 |
| Department D: — | | | |
| Class entering 1912 | 5 | 12 | 17 |
| Total for the year | 31 | 396 | 427 |
| Admitted this year | 13 | 188 | 201 |
| Graduated, 1915 | 11 | 145 | 156 |
| Number receiving certificates for special courses | — | 2 | 2 |
| Whole number admitted from the beginning, | 1,487 | 5,589 | 7,076 |
| Number who have received diplomas or certificates | 962 | 3,784 | 4,746 |
| Number graduated from the four-year course | 216 | 220 | 436 |
| Number enrolled in training school, 1915-1916 | — | — | 502 |

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State Normal School
Bridgewater



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STATE NORMAL SCHOOL
MASSACHUSETTS

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STATE BOARD OF EDUCATION.

1917.

Term expires
May 1.

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| | | |
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| 1917. | JEREMIAH E. BURKE | BOSTON. |
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AGENTS.

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| | |
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| NELLIE M. WILKINS | Assistant. |

University Extension.

| | |
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| JAMES A. MOYER | Director. |
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AGENTS.

| | |
|-------------------|---------------------------------------|
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| ROBERT H. SPAHR | University Extension. |
| CHARLES W. HOBBS | Editor and Supervisor of Instruction. |
| HERBERT A. DALLAS | Classes in Industrial Subjects. |

| | |
|--------------------|---------------------------|
| JAMES F. HOPKINS | Director, Art Education. |
| EDWARD C. BALDWIN | Business Agent. |
| WALTER I. HAMILTON | Research. |
| ORION A. MORTON | Registration of Teachers. |

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FRANZ H. KIRMAYER, Ph.D., Instructor in modern languages.

WILLIAM D. JACKSON, Instructor in commercial and industrial arithmetic and physical science.

CHARLES P. SINNOTT, B.S., Instructor in geography and hygiene.

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CHARLES E. DONER, Supervisor of penmanship.

CHESTER R. STACY, Instructor in psychology and school administration; director of junior high school course.

ANNE M. WELLS, Instructor in kindergarten theory and practice.

ELIZABETH F. GORDON, Supervisor of physical education.

EDITH L. PINNICK, Assistant in physical education.

Alice E. DICKINSON, Instructor in oral and written expression and American literature.

FLORENCE I. DAVIS,¹ Instructor in nature study and gardening.

BRETA W. CHILDS, Instructor in nature study and gardening.

MABEL B. SOPER, Supervisor of drawing and handwork.

MARY A. PREVOST, Assistant in drawing.

CORA A. NEWTON, Supervisor of observation and practice teaching; instructor in methods.

ADELAIDE MOFFITT, Instructor in reading.

EDITH W. MOSES, Instructor in literature.

FLORENCE A. FLETCHER, Instructor in arithmetic, history and social science.

FRILL G. BECKWITH, Instructor in practical arts.

HARRIETT W. FARNHAM, Instructor in music.

S. ELIZABETH POPE, Instructor in household arts (part time).

FLORA P. LITTLE, Assistant in drawing (part time).

JOSEPH W. CORLEY, Instructor in manual training (part time).

Training School.

BRENELLE HUNT, PRINCIPAL, Grade 9.

| | |
|-----------------------------|----------|
| S. ELIZABETH POPE | Grade 9. |
| MARTHA M. BURNELL | Grade 8. |
| BERTHA S. DAVIS | Grade 7. |
| NELLIE M. BENNETT | Grade 6. |
| JENNIE BENNETT | Grade 5. |
| BERTHA O. METCALF | Grade 4. |
| RUTH M. MOODIE | Grade 3. |
| NEVA I. LOCKWOOD | Grade 2. |

¹ Leave of absence.

| | |
|-----------------------------------|-----------------------------|
| FLORA M. STUART | Grade 1. |
| RUTH E. DAVIS | Grade 1. |
| ANNE M. WELLS | Principal of Kindergarten. |
| FRANCES P. KEYES | Assistant in Kindergarten. |
| Mrs. BERNICE E. BARROWS | Non-English speaking grade. |

| | |
|---------------------------------|--|
| CHARLES H. BIXBY | Secretary. |
| Mrs. IDA A. NEWELL | Dean of Residence Halls. |
| Mrs. HARRIET F. BIXBY | Matron. |
| Miss ROSE E. JUDGE | Resident Nurse. |
| THOMAS E. ANNIS | Chief Engineer |
| WILLIAM MOORE | Superintendent of Grounds and Gymnasium. |
| LOUIS C. STEARNS | Superintendent of Greenhouse and School Gardens. |

CALENDAR.

1917.

| | |
|-------------------|--------------------------------------|
| Jan. 29. | Second term begins. |
| Feb. 22. | Washington's Birthday, a holiday. |
| March 31-April 9. | Spring recess. |
| April 10. | School reopens. |
| April 19. | Patriot's Day, a holiday. |
| May 30. | Memorial Day, a holiday. |
| June 19. | Graduation day. |
| June 21-22. | First entrance examination. |
| Sept. 4-5. | Second entrance examination. |
| Sept. 4. | Training school opens. |
| Sept. 6. | Beginning of the normal school year. |
| Oct. 12. | Columbus Day, a holiday. |
| Nov. 28-Dec. 3. | Thanksgiving recess. |
| Dec. 4. | School reopens. |
| Dec. 22-Jan. 1. | Christmas recess. |

1918.

| | |
|-------------------|--|
| Jan. 28. | |
| Feb. 22. | |
| March 23-April 1. | |
| April 2. | |
| April 19. | |
| May 30. | |
| June 18. | |
| June 20-21. | |
| Sept. 3-4. | |
| Sept. 3. | |
| Sept. 5. | |
| Oct. 12. | |
| Nov. 27-Dec. 2. | |
| Dec. 3. | |
| Dec. 21-Jan. 1. | |

1918.

| | |
|---------|-----------------|
| Jan. 2. | School reopens. |
|---------|-----------------|

1919.

| |
|---------|
| Jan. 2. |
|---------|

Sessions are from 9.15 A.M. to 12 M., and from 1.15 P.M. to 3.50 P.M. There are no sessions on Saturday.

The school may be reached by telephone through the following numbers: administrative offices (pay station), 8063; training school, 261; principal's residence, 2-2.

STATE NORMAL SCHOOL,

BRIDGEWATER, MASSACHUSETTS.

PRINCIPLES OF THE SCHOOL.

This school is one of the ten normal schools maintained by the Commonwealth of Massachusetts for the preparation of teachers for the public schools of the State. It is under the direct supervision of the State Board of Education.

The first aim of the school is to inspire its students with the professional spirit. It is of vital importance that the teacher should have a just appreciation of his work and that he should be imbued with the spirit of service. The normal student is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, and all the exercises of the school, from the point of view of the teacher.

The student teacher is led through the professional study of the subjects of the public school curriculum, that he may learn how to use each subject in the teaching process. The normal school is made professional, not by the exclusion of these subjects from its curriculum, but by the inclusion of the educational study of them. All subjects are to be studied, not only in their direct bearing upon the process of teaching, but also for the purpose of getting a broader view of their scope and meaning.

After the educational study of each subject in the curriculum, to obtain command of its principles and ascertain its pedagogical value, the student enters upon a study of the development of the human mind and body to find the broader educational principles which underlie all true teaching. The method of teaching is determined by these principles, and the student is to become so trained in their application that he will be able to rightly conduct the education of his pupils.

A practical study of children is made in connection with the teaching in the different grades of the training school.

In close conjunction with the practice teaching a careful analysis is made of the art of teaching, school organization, school government and school laws.

APPLICATION FOR ADMISSION.

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June. Examinations, as far as possible, should be taken in June.

Blank forms for application, carrying with them application for room in the residence halls when desired, will be furnished upon request. Forms for certificate and recommendation are to be obtained by principals of high schools upon application to the State Board of Education, State House, Boston.

New classes are admitted only at the beginning of the school year, in September.

Correspondence in relation to admission should be addressed to the principal.

REQUIREMENTS FOR ADMISSION.

The requirements for admission to the Massachusetts State normal schools, as prescribed by the State Board of Education, are as follows:—

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records

of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. Prescribed Subjects. — Three units.

- (1) English literature and composition 3 units.

B. Elective Subjects. — At least 7 units from the following subjects: —

| | |
|---|--------------------------|
| (2) Algebra | 1 unit. |
| (3) Geometry | 1 unit. |
| (4) History | 1, 2 or 3 units. |
| (5) Latin | 2, 3 or 4 units. |
| (6) French | 2 or 3 units. |
| (7) German | 2 or 3 units. |
| (8) Physics | 1 unit. |
| (9) Chemistry | 1 unit. |
| (10) Biology, botany or zoölogy | $\frac{1}{2}$ or 1 unit. |
| (11) Physical geography | $\frac{1}{2}$ or 1 unit. |
| (12) Physiology and hygiene | $\frac{1}{2}$ or 1 unit. |
| (13) General science | $\frac{1}{2}$ or 1 unit. |
| (14) Drawing | $\frac{1}{2}$ or 1 unit. |
| (15) Household arts | 1 or 2 units. |

| | |
|---|--------------------------|
| (16) Manual training | 1 unit. |
| (17) Stenography, including typewriting | 1 or 2 units. |
| (18) Bookkeeping | 1 unit. |
| (19) Commercial geography | $\frac{1}{2}$ or 1 unit. |
| (20) Arithmetic | $\frac{1}{2}$ or 1 unit. |

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

III. (A). *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

(B). *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of

the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person

possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

SCHEDULE OF ENTRANCE EXAMINATIONS.

THURSDAY, JUNE 21, 1917.

| <i>Morning.</i> | <i>Afternoon.</i> |
|---|-------------------------------------|
| 8.30- 8.45. Registration. | 1.30-2.30. Drawing, stenography.. |
| 8.45-10.30. English. | 2.30-4.00. Latin, arithmetic. |
| 10.30-11.30. Geometry. | 4.00-5.00. General science, current |
| 11.30-12.30. Household arts, manual training. | events. |

FRIDAY, JUNE 22, 1917.

| <i>Morning.</i> | <i>Afternoon.</i> |
|--|--------------------------------------|
| 8.15- 8.30. Registration. | 1.30-2.30. Algebra. |
| 8.30-10.00. French, German. | 2.30-3.30. Chemistry, physics.. |
| 10.00-11.30. History. | 3.30-4.30. Physiology, bookkeeping. |
| 11.30-12.30. Physical geography, commercial geography. | 4.30-5.30. Biology, botany, zoölogy. |

TUESDAY, SEPTEMBER 4, 1917.

| <i>Morning.</i> | <i>Afternoon.</i> |
|---|-------------------------------------|
| 8.30- 8.45. Registration. | 1.30-2.30. Drawing, stenography.. |
| 8.45-10.30. English. | 2.30-4.00. Latin, arithmetic. |
| 10.30-11.30. Geometry. | 4.00-5.00. General science, current |
| 11.30-12.30. Household arts, manual training. | events. |

WEDNESDAY, SEPTEMBER 5, 1917.

| <i>Morning.</i> | <i>Afternoon.</i> |
|--|---|
| 8.15- 8.30. Registration. | 1.30-2-30. Algebra. |
| 8.30-10.00. French, German. | 2.30-3.30. Chemistry, physics. |
| 10.00-11.30. History. | 3.30-4.30. Physiology, bookkeep- |
| 11.30-12.30. Physical geography, commercial geogra- phy. | ing. 4.30-5.30. Biology, botany, zoöl- ogy. |

CURRICULA.

The courses of instruction and training are grouped in three distinct divisions, or departments, as follows:—

A. Elementary Department. — For those preparing to teach in elementary schools, including the first six grades only, or in rural schools of all grades.

B. Intermediate Department. — For those preparing to teach in junior high schools, including the seventh, eighth and ninth grades. During the second and third years in this department students elect certain major groups of subjects in which to prepare for departmental teaching. The groups usually elected comprise English and history (including community civics), English and geography, English and modern languages, geography and history, mathematics and science, science and geography.

C. Kindergarten-primary Department. — For those preparing to teach in the first three grades. This department prepares for teaching little children in the primary grades with a proper use of kindergarten methods. The demand for teachers with such preparation is in excess of the supply.

The curriculum of department A covers two years; that of department B, three years; and that of department C, three years.

A. Elementary Department.

| | Number of Weeks. | PERIODS PER WEEK. ¹ | |
|--|------------------|--------------------------------|--------------|
| | | Recitation. | Preparation. |
| <i>First Year.</i> | | | |
| English Language 1 | 38 | 4 | 4 |
| English Language 2 (Reading) | 38 | 3 | 3 |
| English Language 3 (Penmanship) | 38 | 1 | 1 |
| Music 1 | 19 | 5 | 5 |
| Arithmetic 1 | 19 | 3 | 3 |
| Geography 1 | 19 | 4 | 4 |
| Practical Science 1 | 19 | 5 | 5 |
| Practical Science 2 (Nature Study) | 38 | 2 | 2 |
| Practical Arts 1 | 38 | 2 | 2 |
| Drawing and Fine Arts 1 | 38 | 2 | 2 |
| Physical Education 1 | 38 | 2 | 2 |
| Education 8 (Observation) | 5 | 3 | - |
| <i>Second Year.</i> | | | |
| English Language 3 (Penmanship) | 19 | 1 | 1 |
| Literature 1 | 24 | 4 | 4 |
| Geography 2 | 19 | 5 | 5 |
| History and Social Science 1 | 19 | 5 | 5 |
| Practical Science 3 (Nature Study) | 19 | 2 | 2 |
| Practical Arts 1 | 19 | 2 | 2 |
| Drawing and Fine Arts 2 (Blackboard Sketching) | 9½ | 2 | - |
| Drawing and Fine Arts 3 | 19 | 2 | 2 |
| Physical Education 2 | 19 | 2 | 2 |
| Physical Education 4 (Hygiene) | 19 | 2 | 2 |
| Education 1 (Psychology) | 19 | 4 | 4 |
| Education 2 (History of Education) | 9½ | 3 | 3 |
| Education 4 (Methods) | 19 | 4 | 4 |
| Education 9 (Practice Teaching) | 5 | 15 | - |
| Education 11 (Apprentice Teaching) | 9½ | 25 | - |

¹ Periods are forty-five minutes in length.

B. Intermediate Department.

| | Number of Weeks. | PERIODS PER WEEK. ¹ | |
|--|------------------|--------------------------------|--------------|
| | | Recitation. | Preparation. |
| <i>First Year.</i> | | | |
| English Language 1 | 38 | 4 | 4 |
| English Language 2 (Reading) | 38 | 3 | 3 |
| English Language 3 (Penmanship) | 38 | 1 | 1 |
| Music 1 | 19 | 5 | 5 |
| Arithmetic 2 | 19 | 5 | 5 |
| Geography 1 | 19 | 4 | 4 |
| Practical Science 1 | 19 | 5 | 5 |
| Practical Science 2 (Nature Study) | 38 | 2 | 2 |
| Practical Arts 1 | 38 | 2 | 2 |
| Drawing and Fine Arts 1 | 38 | 2 | 2 |
| Physical Education 1 | 38 | 2 | 2 |
| <i>Second Year.</i> | | | |
| English Language 3 (Penmanship) | 19 | 1 | 1 |
| Modern Language (elective) | 19 | 4 | 4 |
| Literature 2 (elective) | 19 | 3 | 3 |
| Music 2 (elective) | 19 | 4 | 4 |
| Geography 3 | 19 | 5 | 5 |
| History and Social Science 2 | 19 | 5 | 5 |
| History and Social Science 3 (Civics) | 19 | 4 | 4 |
| Practical Science 4 (Gardening) (elective) | 19 | 4 | 4 |
| Practical Arts 1 | 19 | 2 | 2 |
| Practical Arts 2 | 19 | 2 | 2 |
| Practical Arts 4 (elective) | 19 | 4 | - |
| Drawing and Fine Arts 2 (Blackboard Sketching) | 9½ | 2 | - |
| Drawing and Fine Arts 4 | 38 | 2 | 2 |
| Drawing and Fine Arts 5 (Art Appreciation) | 38 | 1 | 1 |
| Physical Education 2 | 38 | 2 | 2 |
| Physical Education 4 (Hygiene) | 19 | 2 | 2 |
| Education 8 (Observation) | 9½ | 2 | - |
| <i>Third Year.</i> | | | |
| Modern Language (elective) | 19 | 4 | 4 |
| Literature 3 (elective) | 9½ | 5 | 5 |
| Geography 4 (elective) | 19 | 5 | 5 |
| Practical Science 5 (Chemistry) (elective) | 19 | 4 | 4 |
| Practical Science 6 (Physics) (elective) | 19 | 5 | 5 |
| Practical Arts 3 (elective) | 38 | 2 | 2 |
| Physical Education 3 | 9½ | 2 | 2 |
| Education 1 (Psychology) | 19 | 4 | 4 |
| Education 3 (History of Education) | 19 | 4 | 4 |
| Education 4 (Methods) | 19 | 4 | 4 |
| Education 7 (School Management) | 9½ | 4 | 4 |
| Education 9 (Practice Teaching) | 9½ | 15 | - |
| Education 11 (Apprentice Teaching) | 19 | 25 | - |

¹ Periods are forty-five minutes in length.

C. Kindergarten-Primary Department.

| | Number of Weeks. | PERIODS PER WEEK. ¹ | |
|--|------------------|--------------------------------|--------------|
| | | Recitation. | Preparation. |
| <i>First Year.</i> | | | |
| English Language 1 | 38 | 4 | 4 |
| English Language 2 (Reading) | 38 | 3 | 3 |
| English Language 3 (Penmanship) | 38 | 1 | 1 |
| Music 1 | 19 | 5 | 5 |
| Arithmetic 1 | 19 | 3 | 3 |
| Geography 1 | 19 | 4 | 4 |
| Practical Science 2 (Nature Study) | 38 | 2 | 2 |
| Practical Arts 1 | 38 | 2 | 2 |
| Drawing and Fine Arts 1 | 38 | 2 | 2 |
| Physical Education 1 | 38 | 2 | 2 |
| Education 5 (Kindergarten Theory) | 19 | 2 | 2 |
| Education 8 (Observation) | 5 | 3 | - |
| <i>Second Year.</i> | | | |
| English Language 3 (Penmanship) | 19 | 1 | 1 |
| Literature 1 | 24 | 4 | 4 |
| History and Social Science 1 | 19 | 5 | 5 |
| Practical Arts 1 | 19 | 2 | 2 |
| Drawing and Fine Arts 2 (Blackboard Sketching) | 9½ | 2 | 2 |
| Drawing and Fine Arts 3 | 19 | 2 | 2 |
| Physical Education 2 | 19 | 2 | 2 |
| Physical Education 4 (Hygiene) | 19 | 2 | 2 |
| Education 1 (Psychology) | 19 | 4 | 4 |
| Education 5 | 38 | 4 | 4 |
| Education 6 (Kindergarten Theory) | 38 | 2 | 2 |
| Education 10 (Observation and Practice) | 38 | - | - |
| <i>Third Year.</i> | | | |
| Practical Science 3 (Nature Study) | 19 | 2 | 2 |
| Physical Education 3 | 19 | 2 | 2 |
| Education 4 (Methods) | 19 | 4 | 4 |
| Education 2 (History of Education) | 9½ | 3 | 3 |
| Education 9 (Practice Teaching) | 9½ | 15 | - |
| Education 11 (Apprentice Teaching) | 19 | 25 | - |

¹ Periods are forty-five minutes in length.

Conditions for Graduation.

Each student who faithfully and honorably completes the full curriculum of any department, and who, in the estimation of the principal, is qualified to succeed as a teacher in that department of public education for which such curriculum is designed to train him, shall, upon the recommendation of the principal of the school, and with the approval of the Board of Education, receive a diploma of graduation, signed on behalf of the Board by the Commissioner of Education, the chairman of the Board of Education and the principal of the school.

Advanced Students.

Graduates of normal schools, and teachers of not less than three years' experience who present satisfactory testimonials of their work and character, may select, with the approval of the principal, courses adapted to preparation for teaching in primary or intermediate grades, or for departmental teaching. Such students are required to take minimum work of twenty periods a week. Upon the completion of one year's work a certificate is given specifying the courses taken. For two years' work the regular two-year diploma is granted.

Graduates of colleges who desire to fit themselves to teach in the elementary grades or in the junior high school may select courses covering one year's work, with a minimum of twenty periods a week, for which a special diploma will be granted.

Courses of Instruction and Training.

The work in all departments is based on the following essentials for successful teaching: —

1. A professional attitude toward the subjects to be used in teaching. A new point of view has to be established: the subjects are considered as instruments to be used in the instruction of children.
2. A background of knowledge of the essential truths of the subject to be taught. This implies a careful selection, from the

point of view of the teacher, of the essential facts in the different subjects and the study of their educational value.

3. A careful organization of the work to be done in the grades, including the choice of material and the method of teaching, with a view to the development of the children in accordance with their own experiences. The general method is given by the instructors in the normal school in connection with the class work; the detailed method in each grade is given by the supervisor of training and by the critic teachers in connection with the practice work.

Courses designated "A" are for teachers preparing for elementary schools, or grades 1 to 6 inclusive; those designated "B" are for teachers preparing for intermediate and junior high schools, or grades 7, 8 and 9; those designated "C" are for teachers preparing especially for the primary grades 1, 2 and 3.

ENGLISH LANGUAGE.

English Language 1. Oral and written expression. (A, B, C.)
Miss DICKINSON.

First year. Thirty-eight weeks, four recitation periods a week; four periods a week of preparation.

The aim of the course is to organize the fundamental facts of language which are used in the elementary grades, and give students practice in the use of the same under criticism. The first half of the course includes oral and written themes, and aims to teach clear expression and to discover the needs of individual students; spelling,—including simple rules of spelling, discussion of children's word lists, the modern theory of spelling and methods of teaching; dictionary work,—for adults and for children; use of the library and of reference books; how to use and make bibliographies; note taking; letter writing.

The last half of the course includes (a) language lessons,—a survey of subject-matter, methods of teaching elementary composition and of correcting children's errors; (b) grammar. The facts of sentence construction are organized to teach recognition of the sentence as a unit of speech; to discover the principles underlying the present-day use of word-forms as they occur in well-composed sentences; to evolve a terminology adapted to the needs of young pupils and based upon the present condition of the English language; to establish standards which shall rationalize the speech of the teacher and his pupils.

English Language 2. Reading. (A, B, C.) Miss MOFFITT.

First year. Thirty-eight weeks, three recitation periods a week; three periods a week of preparation.

The course includes phonics, with application to work in the different grades; systems of teaching reading in the first grade; story-telling,—fables, folk-

stories, fairy tales, children's poets; methods of teaching reading in the six grades,—use of pictures, dramatization, sight reading (oral and silent), seat work, reading to children, memory selections; hygiene of reading,—fatigue, speech defects, backwardness in speech. A dramatic club is organized for the young women of the school.

English Language 3. Penmanship. (A, B, C.) Mr. DONER.

First year. Thirty-eight weeks, one recitation period a week; one period of preparation.

Second year. Nineteen weeks, one recitation period a week; one period a week of preparation.

The aim of the course is to train students to write well on paper and on the blackboard, in order that they may possess the technical skill required for the teaching of penmanship. The course is based on the arm or muscular movement method,—the method used in American schools to-day,—and consists of thorough training in position, penholding, muscular relaxation for ease and fluency in writing; practice in the fundamental movement drills, in correct letter formation, and in word, sentence, paragraph and page writing for the purpose of "carrying over" good writing into all written work; demonstration lessons before classes, to give confidence and ability in teaching the subject; class discussion of a graded course of lessons and methods for securing the best results.

MODERN LANGUAGES.

Elective courses in French, German and Spanish. (B.) Mr. KIRMAYER.

Second and third years. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

These courses deal with the method of teaching modern languages in the junior high school. They are open to those who have had good high school courses in these subjects. Practice is given in departmental teaching by the "direct method."

LITERATURE.

Literature 1. Introductory course. (A, C.) Miss MOSES.

Second year. Twenty-four weeks, four recitation periods a week; four periods a week of preparation; occasional conferences with students.

The aim of this course is to give the student a working acquaintance with elementary school literature and with cultural literature for teachers. The work of the first term includes Norse, Greek and nature myths; legends and hero tales; King Arthur and Robin Hood literature; modern literature for children; poetry for the grades; recreational literature for children; children's periodicals; the relation of the public library to the school. Expository and narrative themes, oral and written, are required in connection with the study of this literature.

The work of the second term includes a survey of current literature, of current periodicals, and of recreational and cultural reading for teachers. Courses are outlined for teaching literature, with major attention given to the first six grades; in this connection a survey is made of current educational textbooks in elementary literature.

Literature 2. American literature (elective). (B.) Miss DICKINSON.

Second year. Nineteen weeks, three recitation periods a week; three periods a week of preparation.

A general study of American literature as a record of the thoughts, feelings and imagination of the American people. The course aims (a) to acquaint the student with literary expression called forth by events of the colonial, revolutionary and national periods; (b) to furnish the prospective teacher with literature that may be used in teaching American history. It includes the reading of American classics by periods for the culture of students and for their use in children's classes; a comparison of American writings with contemporary English writings; a discussion of present tendencies in American literature.

Literature 3. Cultural course (elective). (B.) Miss Moses.

Third year. Nine and a half weeks, five recitation periods a week; five periods a week of preparation.

The aim of the course is to give students an acquaintance with the literature of England of the eighteenth and nineteenth centuries; (a) that they may have a deeper appreciation of the writers of the Romantic and Victorian periods and of their purposes; (b) that they may have a broad background for the teaching of such selections from these authors as are found in the children's literature of the grades. Themes are required in connection with the literature studied.

MUSIC.

Music 1. Introductory course. (A, B, C.) Miss FARNHAM.

First year. Nineteen weeks, five recitation periods a week; five periods a week of preparation.

A course in singing for the first six grades is carefully organized. The students are instructed in both individual and chorus singing. Attention is given to those who are instrumentally inclined. Some time is devoted to gaining a knowledge of the lives and works of the great artists. The love and appreciation of the best in music is encouraged through the use of the piano, the victrola and the violin. Much time is given to ear training, musical interpretation and musical appreciation. Opportunity is given for practice in teaching music.

Music 2. Advanced course (elective). (B.) Miss FARNHAM.

Second year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

This course includes a continuation of ear-training; observation and discussion of methods of teaching music in grades above the sixth; conducting exercises; study of part songs; study of intervals and simple chords. There are glee clubs both for the men and for the women.

ARITHMETIC.

Arithmetic 1. Introductory course. (A, C.) Miss FLETCHER.

First year. Nineteen weeks, three recitation periods a week; three periods a week of preparation.

Fundamental ideas governing the teaching of arithmetic, discrimination of essential subject-matter to be taught and the order of teaching; knowledge of the subject that grows out of practical experience; the importance of drill in order to form correct habits. The work of the course includes the following: (a) Drill on fundamental operations for accuracy and rapidity. (b) Units of measure, — simple work for the lower grades; "store arithmetic;" mensuration. (c) Fractions, — common and decimal; percentage and its simpler applications. (d) Problems of various kinds used in schools.

Arithmetic 2. Advanced course. (B.) Mr. JACKSON.

First year. Nineteen weeks, five recitation periods a week; five periods a week of preparation.

Commercial and industrial arithmetic adapted to children of the upper grammar grades. In industrial arithmetic the course has especial reference to measurements and calculations involved in constructive work done in school, in and around the home, in building operations and in other industries in the community. In commercial arithmetic the course deals with the application of arithmetical processes in problems arising in connection with the purchase and sale of familiar commodities, in connection with employment in common industries, in connection with the earning, saving and investing of money, and in connection with household and community income and expenditures.

The course also includes the method of teaching such parts of constructive geometry and elementary algebra as are taught in junior high schools.

GEOGRAPHY.

Geography 1. Physiography. (A, B, C.) Mr. SHAW.

First year. Nineteen weeks, four periods a week in the laboratory; four periods a week of preparation.

The course includes the study of the common minerals and rocks, the agencies at work upon them, and the great earth features and regions. As very few students come with even the slightest acquaintance with this subject, the course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to gravel hill, clay pit, ledge, quarry, foundry and mill. It includes a study of the following topics: The practical study of a few common minerals, building stones and typical kinds of soil, with constant applications to the study of geography and to the industries. Some

effects of heat and chemicals upon minerals, with reference to the industries, such as the smelting of ores and the making and using of lime and mortar, land plaster and plaster of Paris. Decay of minerals,—simple study of specimens in all stages of change; consideration of the agents and forces operating to crack, split, crumble, erode, weather and transform minerals; also the action of wind, moving water and ice in transporting, sorting and depositing the products of the change. Soils,—mineral and other constituents of soil; texture in relation to agriculture; how soils deteriorate and how to prevent deterioration; how to improve soil.

Geography 2. Elementary methods course. (A.) Mr. SINNOTT.

Second year. Nineteen weeks, five recitation periods a week; five periods a week of preparation.

An organization of the essentials of the subject for use in teaching, including the following lines of work: The earth as a planet, and the effects of the earth's rotation and revolution. The atmosphere, and the great laws of climate. The ocean as a modifier of continents and climate and as a great commercial highway. The typical topographic forms and the uses which man makes of them, and the qualities which render them thus useful. The people in their industrial and institutional life. Map reading to fix important facts of location. A plan for studying the continents. The preparation of materials and exercises for teaching. Practice in conducting class discussions. The study of a graded course in geography to determine its adaptation to practical school work. Literature appropriate for grade work in geography. Schoolroom appliances for teaching the subject.

Geography 3. Intermediate methods course. (B.) Mr. SINNOTT.

Second year. Nineteen weeks, five recitation periods a week; five periods a week of preparation.

Organization of material to serve as a basis for instruction in the seventh and eighth grades: (a) a comprehensive study of the countries of America and Europe,—their natural physical features and man's modification of them for his uses; (b) a review of the geography of the world from the commercial standpoint.

Geography 4. Advanced course (elective). (B.) Mr SINNOTT.

Third year. Nineteen weeks, five recitation periods a week; five periods a week of preparation.

The purpose of the course is to give the student such an understanding of the facts connected with the development of the earth's crust as will enable him easily and accurately to interpret the more important geographical problems that may arise in connection with the ordinary teaching of geography in upper grades. Much time is spent in research work that leads to an acquaintance with the sources of geographical material. An excellent electric lantern, with a collection of slides, is extensively used for illustrative purposes. Reference books, pictures, maps, charts, models and instruments are constantly at hand for study. A study is also made of the geographical movements of the present day.

HISTORY AND SOCIAL SCIENCE.

History and Social Science 1. Elementary American history.
(A, C.) Miss FLETCHER.

Second year. Nineteen weeks, five recitation periods a week; five periods a week of preparation.

The aim of the course is to organize United States history into its great periods; to discover the important personages and events to be used in teaching; and to illustrate the best methods for presenting the subject in a graded course of studies. The course includes the selection of stories of primitive life adapted to primary grades; the use of biographical readers and narrative histories, and of elementary textbooks; the use of pictures, sand table, blackboard maps, supplementary readers, scrapbooks, etc.; exercises for national holidays; local history,— how to obtain and use material; simple community civics,— to interest children in the activities of town and city, State and nation; current events.

History and Social Science 2. Intermediate American history.
(B.) Miss FLETCHER.

Second year. Nineteen weeks, five recitation periods a week; five periods a week of preparation.

This course covers the development of American civilization, tracing the growth of the American ideals in government, in education, in social status, and in the economic world from their beginnings in European and English history to the present time. American history is organized into its great periods of development. In each period the students determine the problem to be worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crisis, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bearing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civil service on the part of each individual. The work is conducted in the library of history, in order to teach the proper use of a library. Consideration is given to the great national problems of the nineteenth and twentieth centuries, and the student is brought in touch with the problems of to-day by the study of current events.

History and Social Science 3. Community civics. (B.) Principal BOYDEN.

Second year. Nineteen weeks, four recitation periods a week; four periods of preparation.

The course includes the civics of the home, the neighborhood, the playground and the community. The aim is to arouse an intelligent sympathy for civic life, to give an elementary knowledge of civic organizations, and to create opportunities for active co-operation in community life. The subject is taught

by practical illustrations and supplementary reading adapted to grammar grades and to the junior high school. Magazine sketches, newspaper cuttings, reports and collections of pictures aid in vitalizing the work.

PRACTICAL SCIENCE.

Practical Science 1. Elementary physical science. (A, B.) Mr. JACKSON and Mr. SHAW.

First year. Nineteen weeks, five recitation periods a week, including work in the laboratories; five periods a week of preparation.

The work is based on the belief that the teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in other subjects, as in geography, physiology and nature study. The teacher should know something of the construction and operation of common instruments in which children are interested in the schoolroom and in the home, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse.

Physics. — Such topics are considered as the forms of water and their changes; atmospheric humidity; the dew point; the production of dew, fog, clouds, rain, frost and snow; atmospheric pressure,— its action in the pump, barometer, siphon, vacuum cleaner and other household articles; the production of currents in water and in the air; ocean and atmospheric currents; land and sea breezes; modes of lighting, heating and ventilating the home and the schoolhouse; the transmission, reflection and refraction of light; shadows; eclipses; the shining of the moon; the rainbow; mirrors and lenses and their uses; the electric bell and other electrical appliances in the home; familiar forms of the lever; the sewing machine and other machines used in the home; water supply, municipal and domestic; the piano, violin and other musical instruments; solution; the diffusion of liquids; the absorption and diffusion of gases; capillary action; osmose; buoyancy and floating; the thermometer; the steam engine; water power.

Chemistry. — Emphasis is laid upon applications to home activities, agriculture and manufacturing. A study is made of the following subjects: Some chemical operations needed for the interpretation of nature and human industries. Chemistry of air, with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; uses of nitrogen, fertilizers and explosives; uses of carbon dioxide in relation to plants and animals, the need of ventilation, and some of the changes in minerals. Flame and fuel,— how to start, control and extinguish fire; uses of a chimney; ventilation; characteristics of a good fuel. Water,— simple tests for the purity of drinking water; location, curbing protection and ventilation of wells and springs; occurrence of water in minerals and organic bodies. Acids and alkalies,— relation to each other; application to agriculture and home industries.

Practical Science 2. Nature study and gardening. (A, B, C.) Miss CHILDS.

First year. Thirty-eight weeks, two recitation periods a week, including work in laboratory, field and garden; two periods a week of preparation.

The aim is to secure a first-hand acquaintance with the common plants and animals of the locality. The topics are arranged according to the season, and are studied with constant use of the science garden and greenhouse. They are as follows: (a) For the fall season: growth and metamorphosis of insects; injurious and helpful insects; flowers and fruits, — pollination, fertilization, seed formation and seed distribution; common trees. (b) For the winter season: tree study continued; typical animals of the locality, — their activities, adaptive structures and relations to man; insect study continued. (c) For the spring season: bird study, — their identification, habits, songs and relation to agriculture; seed germination; wild flowers.

School Gardening. Students apply this study by planning, planting and cultivating plots in the garden. Seeds are tested. A number of students work in co-operation on plots designed for decorative or other special purposes. Plants are grown for schoolroom decoration.

Practical Science 3. Nature study. (A, C.) Methods course for teachers in elementary grades. Miss CHILDS.

Second year in elementary department, third year in kindergarten-primary department. Nineteen weeks, two recitations a week, including work in laboratory and garden; two periods a week of preparation.

The aim of the course is to learn and apply the methods of teaching nature study in the first six grades. The topics considered in addition to those studied in Practical Science 2 are: typical animals of the locality; non-flowering plants, — means of distinguishing them, their adaptations to life, and their economic use or injury. The material is organized into a series of lessons and projects, and the work is applied in the teaching of the children in the training school and garden.

Practical Science 4. Gardening (elective). (B.) Miss CHILDS.

Second year. Nineteen weeks, four recitation periods a week in connection with work in the science garden; four periods a week of preparation.

This course is designed for those who wish to prepare themselves to assist in the movement for school and home gardens now going on in various communities. Active co-operation of the school with home and community organizations is to be fostered. The course includes propagation of plants, for garden and grounds, from seeds, bulbs and cuttings; grafting of fruit trees for home orchards; experience in trimming shrubs and trees; experiments on plants for a more thorough understanding of plant processes; raising of special crops under a variety of conditions; methods of spraying. Life histories of useful and injurious insects worked out in garden and greenhouse. During the fall and spring the students supervise the garden work of children.

Practical Science 5. Economic chemistry (elective). (B.) Mr. SHAW.

Third year. Nineteen weeks, four periods a week of laboratory exercises with accompanying discussions; four periods a week of preparation.

The instruction has for its purpose a general knowledge of the chemical conditions necessary for good health, human efficiency and progress, and how these conditions may be secured for the individual and for the community. The work consists of laboratory and class study of what we breathe; what we drink and use for cleansing; what we use for fuels and illuminants; foods and food values; adulterants and methods of detecting them; the bleaching, dyeing and care of textiles; observation and assistance in the domestic science class of the training school.

Practical Science 6. Applied physics (elective). (B.) Mr. JACKSON.

Third year. Nineteen weeks, five periods a week of laboratory exercises with accompanying discussions; five periods a week of preparation.

Physics in the home, in common life and in the simpler industries. Many of the subjects considered in practical science 1 will be studied more in detail, some of them from the quantitative side. Individual laboratory work in mechanics, heat, light, sound and electricity. The aim will be, not merely to make formal experiments for the verification of principles already established, but also to find the answers to questions arising in specific, individual experiences in the field outlined above.

PRACTICAL ARTS.

Practical Arts 1. Introductory course. (A, B, C.) Miss BECKWITH.

First year. Thirty-eight weeks.

Second year. Nineteen weeks; two recitation periods a week, including work in laboratory; two periods a week of preparation.

The course is planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with processes which they may use in the handicrafts. The hand-work includes practice in the following industrial processes: cardboard and paper constructions; bookmaking and bookbinding; weaving and basketry; clay modeling; elementary sewing.

Practical Arts 2. Advanced course. (B.) Miss BECKWITH.

Second year. Nineteen weeks; two recitation periods a week, including work in laboratory; two periods a week of preparation.

The work is based on the foundation laid in the first year, with special adaptation to the upper grades. Its purpose is to prepare teachers for carrying out the directions of supervisors in sewing, modeling and bookbinding.

Practical Arts 3. Household arts (elective). (B.) Miss POPE.

Third year. Thirty-eight weeks; two periods a week of laboratory work; two periods a week of preparation.

The aim of the course is to give students practical knowledge of a large number of useful matters connected with the general subject of household arts. The

work is closely associated with the lessons given to classes in the training school. It includes instructions in general housekeeping, the care of stoves, classes of foods, methods of cooking and practical exercises in cooking typical foods.

Practical Arts 4 (elective). (B.) Mr. CORLEY.

Second year. Nineteen weeks; four periods a week.

Shop work in a variety of industries. The purpose of the course is to give the men a practical knowledge of a number of lines of useful handwork with tools. Articles are made that are required for school use.

DRAWING AND FINE ARTS.

Drawing and Fine Arts 1. Introductory course. (A, B, C.) Miss SOPER and Miss PREVOST.

First year. Thirty-eight weeks, two recitation periods a week; two periods a week of preparation.

The courses are planned with the aim of giving students a working knowledge of the principles which they will need in directing the work of children, and an acquaintance with the processes which they may use. The subjects for the first term are lettering, color theory, design and color application to projects made in Practical Arts 1. The subjects for the second term are (a) representation,—including primary drawing, picture building for primary grades, principles of perspective, picture composition and picture study; (b) mechanical drawing, with application to the making of maps, diagrams and working drawings.

Drawing and Fine Arts 2. Blackboard sketching. (A, B, C.) Miss PREVOST.

Second year. Nine and a half weeks; two periods a week.

The making of programs, maps and diagrams. Rapid illustrative sketching. Decorations,—black and white, and color decorations.

Drawing and Fine Arts 3. Elementary methods course. (A, C.) Miss SOPER.

Second year. Nineteen weeks; two recitation periods a week; two periods a week of preparation.

A progressive series of lessons are planned in object drawing, nature drawing, design, color and illustrative drawing. Demonstrations are made in methods of teaching. A study is made of the courses of neighboring cities and towns and of the State course.

Five weeks of teaching drawing and handwork are taken in the training school in connection with this course, under the supervision of Miss Soper, assisted by Mrs. Little. The work consists of two conference periods a week; the preparation of lesson plans and demonstrations in teaching; practical teaching, under direct supervision, in drawing, art crafts and elementary forms of handwork; class reports, discussions and criticisms.

Drawing and Fine Arts 4. Intermediate course. (B.) Miss SOPER.

Second year. Thirty-eight weeks, two recitation periods a week; two periods a week of preparation.

During the first half of the year a series of progressive lessons are planned in mechanical drawing, object drawing, illustrative drawing and design. In the second half year a study is made of fine art in its relation to other departments of work, to the home and to the community. Courses and methods are studied for different types of schools.

Nine and a half weeks of teaching drawing and handwork are taken in the training school in connection with this course, under the supervision of Miss Soper, assisted by Mrs. Little, with two conference periods a week.

Drawing and Fine Arts 5. History of art and art appreciation. Intermediate course. (B.) Miss SOPER.

Second year. Thirty-eight weeks, one recitation period a week; one period a week of preparation.

PHYSICAL EDUCATION.

Physical Education 1. Gymnastics. (A, B, C.) Gymnasium work for all students. Miss GORDON and Miss PINNICK.

First year. Thirty-eight weeks, two periods a week; two periods a week of preparation and exercise.

The purposes of the department are to aid the student in attaining the highest degree of physical efficiency and bodily symmetry; to enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth; to furnish her with means to improve and preserve the physical integrity of the pupils intrusted to her care. The course includes practical talks on personal hygiene; anthropometry applied to students; educative and corrective gymnastics,—instruction and drill in positions, movements and exercises; squad and class drills directed by students; the analysis of plays and games suitable for the schoolroom and school yard; observation of gymnastic work with children; singing games and folk dancing.

Physical Education 2. Gymnastics. (A, B, C.) Gymnasium work for all students. Miss GORDON and Miss PINNICK.

Second year. Nineteen weeks for elementary and primary departments, thirty-eight weeks for intermediate department; two periods a week; two periods a week for preparation and exercise.

The work of course 1 is continued with special application to the children of the grades. The students become leaders of groups of children. In addition to the above the work consists of æsthetic dancing and simple pageantry for the students and with children; recess and playground work with children; instruction in measurements of children; emergency lessons in checking the flow

of blood, resuscitation, transportation and practical treatment of the common accidents and emergencies of school life; pedagogy and ethics of play, games and athletics.

Physical Education 3. Methods course. (B, C.) Miss GORDON and Miss PINNICK.

Third year. Nine and a half weeks for intermediate department, nineteen weeks for primary department, two recitation periods a week; two periods a week of preparation.

This course deals with the use of educative and corrective gymnastics in the grades, and the making of simple gymnastic programs for the day's work and for special occasions; the organizing and managing of playground activities of older children; instruction in taking measurements of the children; æsthetic dancing; school pageants. A brief history of physical education is given.

Physical Education 4. Hygiene. (A, B, C.) Mr. SINNOTT.

Second year. Nineteen weeks, two recitation periods a week; two periods a week of preparation.

The purpose is to give the student an intelligent appreciation of the important laws of hygiene and the habit of living in obedience to these laws, and to enable the prospective teacher to give intelligent care and hygienic training to the children under her instruction. The lines of work taken up are as follows: (a) a study of the various systems of the body, for the essential facts of anatomy, the functions of the various systems and organs, the fundamental laws of health, and the effects of alcohol and narcotics; (b) foods and food values; (c) a study of the principles of sanitary science, including such topics as ventilation and heating, plumbing and drainage, water and milk supply, preparation and preservation of food, bacteria in relation to disease, contagious and infectious diseases, disinfection and vaccination, relation of food, air and water to disease, school hygiene, personal hygiene.

EDUCATION.

Education 1. Educational psychology. (A, B, C.) Mr. STACY and Principal BOYDEN.

Second year in elementary and primary departments, third year in intermediate department. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The purpose of the course is to present the fundamental truths of psychology that are accepted by the profession as a basis for educational practice; also to explain the simple physiological processes which accompany our mental life. It is hoped to cultivate an interest in professional reading among the prospective teachers. The following are among the topics considered: attention; the brain and nervous system,—sensory and motor training, habit; sensation and perception; mental imagery; memory and imagination; thinking; instinct, feeling, interest and the emotions; the will and self-expression.

Education 2. History of education. (A, C.) Principal BOYDEN.

Second year in elementary department, third year in primary department. Nine and a half weeks, three recitation periods a week; three periods a week of preparation.

The purpose of this course is to emphasize current principles and methods of teaching in elementary schools by tracing their genesis and development; to broaden the horizon of the teacher through an acquaintance with the work of a few modern leaders in education; to emphasize the relation of the spirit and environment of a people to their education; to lay a foundation for future educational reading and discussion. Consideration is given chiefly to the movements represented by Pestalozzi, Herbart, Fröbel and the more recent leaders.

Education 3. History of education. (B.) Principal BOYDEN.

Third year. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The history of education is incorporated in a broad study of the historical development of the Teutonic people. Such a study gives a setting for educational development in its relation to progress in civilization; it also furnishes a basis for understanding the great international questions of the present time. In the field of educational sociology the more important social problems of the day are studied from contemporaneous sources; actual conditions are made plain; the steps that are being taken in solving the problem are outlined; and the results already attained are determined. Both of these subjects form the background for the exercises in current educational events.

Education 4. Methods. (A, B, C.) Miss NEWTON.

Second year in elementary department, third year in intermediate and primary departments. Nineteen weeks, four recitation periods a week; four periods a week of preparation.

The course includes a study of school conditions and activities in relation to child development and general pedagogy; a comparative and detailed study of methods and materials used in teaching subjects of study in the elementary grades; some research work related to educational problems of the day and to pedagogical literature.

Education 5. Kindergarten theory and methods. (C.) Miss WELLS.

First year. Nineteen weeks, two recitation periods a week; two periods a week of preparation.

Second year. Thirty-eight weeks, four recitation periods a week; four periods a week of preparation.

This course includes a study of Fröbel's "Gifts and Occupations" and other allied materials, with especial reference to their use in primary work.

Education 6. Kindergarten theory and methods. (C.) Miss WELLS.

Second year. Thirty-eight weeks, two recitation periods a week; two periods a week of preparation.

This course includes a study of Fröbel's "Mother Play Book" and collateral reading, to develop intelligent sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life. The course is open to advanced students in other departments.

Education 7. (B.) Professional course for teachers in the intermediate or junior high school. Mr. STACY.

Third year. Nine and a half weeks, four recitation periods a week; four periods a week of preparation.

The work in this course includes: (1) the psychology of adolescence with its applications to the pedagogy of the intermediate school; (2) the elements of sociology and economics as fundamental influences in shaping the ends of education; (3) the principles of classroom management or discipline; and modern methods of classification and promotion of pupils.

OBSERVATION AND PRACTICE TEACHING.

The work in observation and in practice teaching is done in the training school; that of apprentice teaching in schools in near-by towns and cities. The purpose of the training school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It is one of the public schools of the town, and includes a kindergarten, an elementary school of six grades, an intermediate school organized for departmental teaching, and a non-English speaking room. It has a principal, and a regular critic teacher in each grade, under whose direction the normal students observe and practice. Each grade room is subdivided into three smaller rooms for group teaching by the students under the supervision of the grade teacher.

Education 8. Directed observation. (A, B, C.) Observation in the training school. Miss NEWTON, Supervisor.

First year in elementary and kindergarten-primary departments. Five weeks, three periods a week.

Second year in intermediate department. Nine and a half weeks, two periods a week.

The aim of this observation is to give familiarity with schoolroom conditions and methods. It extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Education 9. Practice teaching. (A, B, C.) Intensive teaching in the training school. Miss NEWTON, Supervisor.

Second year in elementary department, third year in intermediate and kindergarten-primary departments. Five to ten weeks, forenoons.

After careful observation the students serve as assistants in one or two grades. They study and teach groups of children, organize the material for teaching in five or more subjects, and conduct the class exercises.

Education 10. Observation and practice in the kindergarten. (C.) Miss WELLS.

Second year. Nineteen weeks, eight periods a week; nineteen weeks, forenoons.

The first nineteen weeks students serve as assistants before kindergarten opens, are present during opening exercises, and observe, under direction, two periods a week. The second nineteen weeks they conduct classes, games and other exercises under the direction of the teachers; in connection with this work they are given lessons in program making, story telling, singing and games.

This course is open to advanced students in other departments; the work with children, however, is dependent upon Education 5 and 6.

Education 11. Apprentice teaching. (A, B, C.) Miss NEWTON and Mr. STACY, Supervisors.

Extensive teaching, under supervision, in the schools in near-by towns and cities. Elementary department, second year, nine and a half weeks; intermediate and primary departments, third year, nineteen weeks.

The purpose is to give breadth of experience in teaching and in discipline. Opportunity is given for substituting. Student-teachers are visited and criticized by the supervisor of training and by teachers from different departments of the normal school. Systematic reports of their work are made to the supervisor by the student-teachers and by the teachers with whom they are working. Sixteen towns and cities are available for this apprentice teaching, with schools ranging from the single-room rural school to the well-graded city school.

GENERAL INFORMATION.

Location.

Bridgewater is one of the most pleasant and healthful towns in Massachusetts, with a population of about eight thousand. It is situated twenty-seven miles south of Boston on the

Plymouth Division of the New York, New Haven & Hartford Railroad, and is easily reached by train and trolley from all parts of the State. The buildings and grounds of the State Normal School are attractively located near the center of the town, ten minutes' walk from the railway station.

Buildings and Equipment.

The main school building is a massive brick structure, divided into three connecting sections, affording good light and air in all the rooms. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. It is well supplied with water, is heated by direct radiation and ventilated by the fan system, and has a heat-regulating apparatus and electric time and electric light service. One-third of the building is devoted to the training school.

The school has a large and valuable library of reference books with topical card catalogues. Each department also has its own library of books especially devoted to the subjects taught in the department.

The Albert Gardner Boyden gymnasium, a new brick structure, is a model of architecture and perfectly adapted to its uses. It serves the school not only for physical training but also as a place for indoor sports, social gatherings and banquets.

Four residence halls have been erected and furnished by the State for the accommodation of lady teachers and students. Normal Hall, the oldest of these buildings, is now being replaced by a new brick building that will contain the administrative offices, a library and reading room, service rooms, refectory and dormitory rooms. The present office building has sixteen rooms. Tillinghast Hall, erected in 1896, contains thirty-seven residence rooms. The new Woodward Hall, completed in September, 1911, contains ninety rooms. Each building has its own reception room, is heated by steam, lighted by electricity and thoroughly ventilated. The halls are in charge of the principal of the school and the dean.

All of the buildings are equipped with a fire-alarm system and with modern fire-protective apparatus. The school has on its own grounds a powerful fire pump and hydrants, with standpipes in the buildings, and a private fire-alarm box.

The natural science garden, the gift of Mr. Albert Gardner Boyden, the former principal of the school, serves as an out-of-door laboratory for biology, geography and school gardening. The greenhouse, an important adjunct of the work of the natural science garden, is the gift of Mrs. Elizabeth R. Stevens, a graduate of the school.

The Campus.

Boyden Park comprises six acres of land across the street east of the buildings. It has a beautiful pond in the center, shade trees, and pleasant walks dividing it into open areas for tennis courts and for other outdoor sports. Adjoining the park is Normal Grove, a half acre of fine chestnut trees. South Field, across the street on the south side, includes two acres of level ground which are used for athletic sports.

Expenses.

Tuition. — To residents of Massachusetts declaring their intention to teach in the public schools of the Commonwealth, tuition is free. Residents of other States, and residents of Massachusetts who intend to teach in other States or in private schools, may be admitted upon the payment of tuition at the rate of \$50 a year, one-half of which amount is payable at the beginning of each term, or half year; provided, that the admission of such students does not exclude or inconvenience residents of Massachusetts intending to teach in the public schools of the Commonwealth.

Board. — The price of board for those who live in the residence halls is \$180 a year, \$45 being due at the beginning of each quarter of ten weeks. This rate is made on the basis of two students occupying one room and taking care of their room. Laundry work to the value of 50 cents a week is al-

lowed on the regular price list; any excess of this amount is an extra charge. An extra charge is made to students occupying a room alone and for board during any regular recess or vacation.

Deductions are not made from the above rate for absence, unless it is on account of illness or for some other good reason. When absence is necessary a deduction of \$3 will be made for each full week of such absence.

For men attending the school, rooms will be found in private families near by, at prices varying according to the kind of room desired. Board can be obtained by them at the school boarding hall for \$3.50 a week.

Payments must be strictly in advance and should be made without the presentation of bills. A diploma will not be granted until all school bills are paid.

Checks should be made payable to State Normal School at Bridgewater, and when sent by mail should be addressed to the school.

Transient rates for guests and visitors are as follows: by the day, \$1.50; breakfast, 20 cents; luncheon, 25 cents; dinner, 35 cents; single room, 75 cents.

Other Expenses. — Women students will require a black gymnasium suit of neat and professional appearance, gymnasium shoes, rubber bathing caps and bath towels. Arrangements for these may be made with the instructor in physical training at the beginning of the course, and they will be furnished at cost prices. If so desired, a suit may be made at home from cotton poplin, by Butterick pattern number 4088. Two white piqué shields, made with round necks, with tapes attached to hold them in place, are essential. It is important for the student to have the kind of shoe best adapted to the work. An orthopedic shoe, made on a special last, is furnished by a local dealer.

The use of textbooks is free. Students purchase their own note books and writing materials, and also pay for their drawing kits, printed outlines of studies, breakage, and all supplies carried away from the school for their future use.

Rooms in the Residence Halls.

Rooms in the residence halls are supplied with furniture, including mattresses and pillows. Students are required to bring bed covering for single beds, towels, napkin ring, and clothes bag for laundry. All articles sent to the laundry must be distinctly and indelibly marked with the owner's name; initials are not sufficient.

A reassignment of rooms is made at the end of each school year, preference in choice being given to those who have been longest in the school.

Candidates for admission who have applied for rooms in advance may select their rooms at the time of the June examinations in the order of the date of their application. All applicants, including those fully certified, are expected to appear on the first day of registration in June to select their rooms and take the physical examination. Those who are unable to come at that time may have rooms reserved by so requesting of the principal in writing. After the June examinations rooms can be chosen at any time from those that are still available.

Pecuniary Aid.

The State makes an annual appropriation of \$4,000 for the normal schools to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given for the first half year of attendance, and is not given to students from the town in which the school is located. Applications are to be made to the principal in writing, and to be accompanied by such evidence as shall satisfy him that the applicant needs the aid. Blank forms for application will be furnished near the end of each term. Applicants are expected to render reasonable service for the aid provided.

A loan fund, at present amounting to over \$2,000, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The conditions for loans from this fund are prescribed by a committee of the faculty.

Government.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do without compulsion what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct. An association of the older students, under the direction of the dean, organizes the details of the plan of self-government among the students of the dormitory.

Regular and punctual attendance is required of every member of the school. The advantages of the school, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use. No student can afford to lose a single school day, unless it is absolutely necessary that he should do so.

Students must not make arrangements involving absence from any school exercise without previously obtaining permission, and must return punctually after any recess or vacation. Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the school he must return any of its books or other property which he may have and receive regular dismission; otherwise, he must not expect to receive any indorsement from the school.

Register of Graduates.

As complete a record as possible is made of the graduates, showing their scholarship, training and experience after graduation, together with such testimonials of their success in teaching as may be filed from time to time. Such data are accessible to superintendents and school committees, and enable the school to be of assistance both to its graduates and to those who are seeking good teachers. The graduates of the school are in demand and readily find places according to their ability and experience.

Visitors.

Parents and friends of the students, school committees, superintendents, teachers and others who are interested in seeing its work and methods are cordially invited to visit the school at their convenience and to introduce young persons of promise who may desire to avail themselves of its advantages.

HISTORICAL SKETCH.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish \$10,000, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On December 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise \$10,000 for the erection of new buildings for this school. After vigorous competition it was decided to locate the school at Bridgewater, and the town granted to the school the free use of its town hall for three years. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. **The school was opened September 9, 1840,** with a class of twenty-eight pupils, — seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the **first State normal school building erected in America.**

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself

unsparingly to the work of establishing the school upon a broad and deep foundation.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906, and principal emeritus from 1906 to 1915.

The present principal was appointed in 1906.

The growth of the school is shown by the enlargements made for its accommodation, as follows: —

In 1861 the school building was enlarged, increasing its capacity 70 per cent. In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students. In 1871 the school building was again enlarged, increasing its capacity 50 per cent. In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students. In 1881 a new building was erected for physical and chemical laboratories.

In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for outdoor recreations. In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of \$150,000. The same year the laboratory building erected in 1881 was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity 50 per cent., at a cost of \$75,000; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of \$55,000. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1910 an appropriation of \$175,000 was made for a new central power

plant and for the erection of a new dormitory for ladies. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden. In 1915 an appropriation of \$237,000 was made to replace Normal Hall with brick buildings.

In 1846 the course of study required three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. In 1869 the four-year course was introduced, and an intermediate course, including the studies of the two-year course and electives from the advanced part of the four-year course, was also provided.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the center district public school near by was made a school of observation for the students of the normal school; in 1891 this school, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school. In 1907 the apprentice system of practice teaching in adjoining cities and towns was organized. In 1916 the first steps were taken toward forming a junior high school department in both the normal and training schools.

REGISTER OF STUDENTS.

1916-1917.

Advanced Students.

ENTERED 1915.

| | |
|----------------------------------|-------------------------------------|
| Chituni, Vahan Garabed | Boston, 22 East Springfield Street. |
| Teacher. | |

ENTERED 1916.

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|---|-------------------------------|
| Feeney, Edward S. | Brockton, 40 Kingman Street. |
| Holy Cross College. | |
| Lyons, Thomas Addis | Weymouth, 51 Prospect Street. |
| Boston College. | |
| Mullins, James H. ¹ | Brockton, 16 Tyler Street. |
| Boston College. | |
| Carey, Blanche Gertrude | Middleborough, R. F. D. |
| Teacher. | |
| Coleman, Eda May | Nantucket, 34 Centre Street. |
| Teacher. | |
| Eberhardt, Katharine | Arlington, 248 Gray Street. |
| Simmons College. | |
| Gravestein, Lucile | Haverhill, 63 Howard Street. |
| Massachusetts Normal Art School. | |
| Marshall, Harriet Elizabeth | Wellesley, 3 Midland Road. |
| Teacher. | |
| McKenna, Rebecca | Weston. |
| Ogden, Leila M. | Springfield, 189 Boston Road. |
| Teacher. | |
| Radebaugh (Mrs.), Gladys Warren | Boston, 133 Peterboro Street. |
| Colby College. | |
| Sylvia, Nellie | Nantucket, 98 Orange Street. |
| Teacher. | |
| Thomas, Miriam Damon | Brockton, 58 Belcher Avenue. |
| Mount Holyoke College. | |

Men, 4; women, 10.

A. Elementary Department.

FIRST-YEAR STUDENTS (CLASS ENTERING 1916).

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|-------------------------------------|---|
| Allinson, Sarah Elizabeth | Fall River, 525 Robeson Street. |
| Balmaseda, Esperanza | Mexico City, Mexico, 78 Avenue Pino Suárez. |
| Banim, Ruth Charles | North Attleborough, 21 Smith Street. |
| Baum, Dorothy Margaret | Holyoke, 213 Beech Street. |
| Beatty, Elizabeth | Bridgewater, 174 Birch Street. |

¹ Present part of first term.

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| Bennett, Zilpah Copeland | Lakeville; R. F. D., Middleborough. |
| Benson, Sara Adeline | Fall River, 313 South Beacon Street. |
| Booth, Hilda | New Bedford, 516 Union Street. |
| Bosworth, Mildred Beatrice | Swansea. |
| Brady, Alice Gertrude | Taunton, 17 Adams Street. |
| Brady, Anna Louise | Taunton, 94 Berkley Street. |
| Braley, Lucy Bradford | South Middleborough; P. O., Rock. |
| Brandon, Anna Loretta | Cambridge, 46 Cogswell Avenue. |
| Brest, Pearl Charlotte ¹ | Brockton, 104 Belmont Avenue. |
| Briggs, Alice Edna | Canton, 66 Fuller Street. |
| Britland, Annie Mildred | Fall River, 91 Barnaby Street. |
| Brown, Helen Louise | Norwell; P. O., R. F. D., Cohasset. |
| Brown, Jessie Lenore | Montello, 30 Albert Street. |
| Burding, Margaret Mary | New Bedford, 151 Rockland Street. |
| Burtch, Clara Haviland | Hubbardston. |
| Busiere, Gladys Harriet | Winthrop, 90 Crest Avenue. |
| Butier, Alice Elizabeth | Fall River, 234 Bedford Street. |
| Cairns, Edith Marion | Quincy, Quentin Street. |
| Callahan, Celeste Josephine | Scituate. |
| Carlson, Anna Sophia | Dover. |
| Carver, Marion Elizabeth | Cambridge, 17 Hubbard Avenue. |
| Catterall, Doris | New Bedford, 81 Butler Street. |
| Clarke, Edith Mae | Assonet. |
| Close, Esther Gertrude | Braintree, 19 Gardner Terrace. |
| Cole, Alice Maud | Scituate. |
| Cook, Edith Allen | North Easton, Oliver Street. |
| Cooper, Ruth Willard | Brockton, 258 West Elm Street. |
| Cronin, Mary | Holyoke, 142 Nonotuck Street. |
| Cummings, Alice Katherine | Bridgewater, 45 High Street. |
| Cunniff, Rosamond Evelyn | East Weymouth, 1125 Pleasant Street. |
| Cushman, Barbara Kimball | Abington, 48 Centre Avenue. |
| Dalton, Beatrix Emily | East Braintree, 46 Elliott Street. |
| Damon, Marion Matilda | Marshfield Hills. |
| Daniels, Emily | New Bedford, 492 Rivet Street. |
| Delaney, Florence Marie | Fall River, 965 Plymouth Avenue. |
| Denson, Annie Elizabeth | Mattapoisett. |
| Diack, Eva Oliver | Quincy, 47 Independence Avenue. |
| Dias, Mary Catherine ¹ | New Bedford, 53 Fair Street. |
| Dignan, Helen Carmel | Braintree, 317 Hancock Street. |
| Donahue, Margaret Quinlan | North Abington, 296 North Avenue.. |
| Dupont, Jennie Elizabeth | East Taunton, 66 Liberty Street. |
| Evans, Eunice Vivian | Dedham, 4 Brookdale Avenue. |
| Fahey, Alice Estelle | Fall River, 409 Middle Street. |
| Fernandes, Margaret | New Bedford, 202 Rivet Street. |
| Fernandes, Marie | New Bedford, 202 Rivet Street. |
| Finnell, Margaret Rose | New Bedford, 311 Bowditch Street. |
| Foley, Marion Julia | Fall River, 875 Second Street. |
| Foley, Phoebe Margaret Amelia | Fall River, 225 Snell Street. |
| Frazier, Doris Elizabeth | Quincy, 128 South Walnut Street. |
| Frost, Edith | Wappanuckett, Wood Street. |
| Fuller, Dorothy | New Bedford, 40 Plymouth Street. |
| Gallivan, Mary Agnes | Braintree, 23 Central Avenue. |
| Gannon, Margaret Frances | East Weymouth, 510 Broad Street. |
| Gildea, Hannah Catherine ¹ | North Easton, Pond Street. |
| Goodell, Hazel Gertrude | Campello, 24 Holmes Street. |

¹ Present part of first term.

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| Goodhue, Grace Josephine | Quincy, 65 Independence Avenue. |
| Griffin, Catherine Marie Angela | Fall River, 922 Broadway. |
| Hanson, Pearl Brooks | North Hanover, Main Street. |
| Harkins, Hester Constance | Quincy, 95 Adams Street. |
| Harpin, Margaret Loretta | Fall River, 168 Linden Street. |
| Harrington, Margaret Mary | Fall River, 11 Tremont Street. |
| Hatch, Mildred Davis | Falmouth; P. O., Hatchville. |
| Hathaway, Ada Luella | Somerset; P. O., Swansea. |
| Hayes, Elizabeth | East Bridgewater. |
| Herland, Dorothy Christine | Mattapan, 48 Brush Hill Road. |
| Higgins, Charlotte Margaret | Brockton, 21 Lowell St. |
| Holbrook, Helen | South Weymouth, 406 Union Street. |
| Hooper, Margaret Graeme | Bridgewater, 85 South Street. |
| Hopkins, Helen Lynette | Chatham. |
| Howard, Elizabeth Josephine | Franklin, 2 Winter Street. |
| Howland, Florence Lincoln | Plymouth, 207 Sandwich Street. |
| Hurrell, Alice May | North Falmouth. |
| Ilsley, Esther Belle | Newbury, 3 Hay Street. |
| Jenness, Edna Winifred | Fall River, 1287 North Main Street. |
| Johnson, Elizabeth Corinne | Quincy, 301 Granite Street. |
| Keliher, Mary Alice | Taunton, 18 King Street. |
| Kelley, Gertrude Louise | Fall River, 187 New Boston Road. |
| Keiley, Isabel Holmes | Dennisport, Depot Street. |
| Kemp, Miriam | Quincy, 22 Bennington Street. |
| Kennedy, Elizabeth Martha | New Bedford, 124 Shawmut Avenue. |
| Kennett, Helen Osgood | West Newbury. |
| Killory, Mary Alice | East Weymouth, 373 Broad Street. |
| King, Myra Gretchen | Arlington, 30 Jason Street. |
| Lyons, Agnes | East Weymouth, 49 Putnam Street. |
| Macdonald, Dorothy Marie | North Easton, 65 Main Street. |
| MacLeod, Margaret May | Quincy, 60 Trafford Street. |
| MacMahon, Aliene Brown | East Douglas. |
| Madden, Mary Theresa | Quincy, 1642 Hancock Street. |
| Mahoney, Nettie Goff | South Weymouth, 16 West Street. |
| Martin, Mary Gertrude | Quincy, 26 Rustic Terrace. |
| Matheson, Sarah Mae | Provincetown, 12 Center Street. |
| Mathews, Gertrude Beatrice | New Bedford, 15 West Street. |
| McCabe, Josephine Cora | Franklin, 33 West Street. |
| McInerney, Anna Gertrude | Lexington, 5 Sheridan Street. |
| McKenney, Madeline Angela | Fall River, 594 Division Street. |
| Mechaber, Edith | New Bedford, 171 Merrimac Street. |
| Mendelson, Elizabeth ¹ | New Bedford, 1149 Acushnet Avenue. |
| Moncrieff, Ethel Elizabeth | New Bedford, 142 Merrimac Street. |
| Moran, Rose C. | Taunton, 47 Friend Street. |
| Murphy, Annie Mary | New Bedford, 350 West Elm Street. |
| Murphy, Genevieve Agnes | Fall River, 579 Durfee Street. |
| Murphy, Louise Margaret | Fall River, 265 John Street. |
| Murray, Helen Elizabeth | Lenox, Housatonic Street. |
| Murray, Isabella Josephine | Braintree, 22 Middle Street. |
| Mylot, Edith Maud | Abington, 78 Center Avenue. |
| Nester, Gertrude Martha | Fall River, 152 Blackstone Street. |
| O'Brien, Mary Pauline | Quincy, 166 Copeland Street. |
| O'Connell, Josephine Frances | Quincy, 18 Packard's Lane. |
| O'Connor, Margaret Louise | South Weymouth, Main Street. |
| O'Donnell, Mildred Isabelle | Franklin, 18 Milliken Avenue. |

¹ Present part of first term.

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| O'Neil, Grace | Fall River, 1834 North Main Street. |
| Packard, Dorothy Emerson | Brockton, 25 Cherry Street. |
| Philip, Mabel Belcher | West Quincy, Crescent Street. |
| Poole, Olive Mae ¹ | Brockton, 200 North Main Street. |
| Powers, Alice Ruth | Quincy, 119 Cranch Street. |
| Quinn, Ruth Duane Veronica | Fall River, 624 June Street. |
| Raymond, Olive Mabel | New Bedford, 149 Central Avenue. |
| Reed, Dorothy Lincoln | Abington, 192 Central Street. |
| Reilly, Margaret Catherine | Bridgewater, 46 Plymouth Street. |
| Roberts, Edna Hannah | Fall River, 68 Goss Street. |
| Roe, Mary Alice | Fall River, 3133 North Main Street. |
| Russell, Marie Abbie | New Bedford, 30 South Oak Street. |
| Schwab, Constance Gascoigne ¹ | Marion, Front Street. |
| Sharpe, Edna Mary | Brockton, 1091 West Elm Street. |
| Sheehan, Margaret Drislane | East Bridgewater, Oregon Street. |
| Silva, Annie Adelaide | Edgartown. |
| Simmons, Helen ¹ | Fall River, 565 Durfee Street. |
| Slocum, Elsie May | Russells Mills, Dartmouth. |
| Smith, Dorothy May | South Easton. |
| Smith, Julia Etta Veronica | Fall River, 70 Tecumseh Street. |
| Smith, Katharine Helen | Taunton, 34 Hodges Avenue. |
| Smith, Mary McCulloch | South Westport. |
| Southworth, Lorna | Eastondale. |
| Sullivan, Clara Genevieve | New Bedford, 137 Chancery Street. |
| Sullivan, Edith Lillian ¹ | Brockton, 27 Elm Avenue. |
| Swanstrom, Ruth Esther | North Easton. |
| Sykes, Marion Chace | Fall River, 110 Hanover Street. |
| Taylor, Helen I. | Medford Hillside, 3 Capen Street. |
| Thynge, Ruth Vivian | North Westport. |
| Tolman, Ruth Harriet | Norwell; P. O., R. F. D., Rockland. |
| Turner, Helen Harthorn | Norfolk Downs. |
| Walker, Grace Mildred | Fall River, 404 Bradford Avenue. |
| White, Sarah Bridget | Swansea. |
| Whitney, Gladys Taft | Brockton, 57 Ash Street. |
| Wilbas, Anna Eugenia | Quincy, 79 Glendale Road. |
| Wilmarth, Flora Amelia | New Bedford, 525 Cottage Street. |
| Wilson, Mary Katherine | Hingham. |
| Winslow, Ruth Townsend | Mansfield, 842 East Street. |
| Zelig, Sadie Inese ¹ | Haverhill, 24 Arch Street. |

Women, 154.

SECOND-YEAR STUDENTS (CLASS ENTERING 1915).

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|---------------------------------------|-------------------------------------|
| Alger, Irene Evelyn | West Bridgewater, North Elm Street. |
| Atwood, Frances Childs | West Falmouth. |
| Baker, Bessie Rose | Brockton, 274 Crescent Street. |
| Baker, Ruth Elizabeth | Brockton, 38 Park Road. |
| Barlow, Emma Mary Magdaleen | Fall River, 1051 Rodman Street. |
| Bassett, Hannah Williams | Bridgewater. |
| Bates, Marjorie | Braintree, 399 Washington Street. |
| Beatty, Mary Cecelia | Bridgewater, 174 Birch Street. |
| Bell, Margaret Adams | Arlington, 16 Glen Avenue. |
| Blenis, Bessie Lynwood | Rockland, 80 Concord Street. |
| Bowles, Susan Gorm Bacon | Mattapoisett, Fairhaven Road. |

¹ Present part of first term.

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|---|---|
| Bradley, Helen Elizabeth | Cambridge, 17 Maple Avenue. |
| Brooks, Dorothy May | Amesbury, 6 Spring Street. |
| Brownell, Ethel Pearl | Mattapoisett. |
| Buckley, Kathleen Bernice | Brockton, 130 Newbury Street. |
| Burgess, Gladys Russell | Nantucket. |
| Burke, Katherine Elizabeth | New Bedford, 558 Cottage Street. |
| Cahoon, Eunice Margaret | Brockton, 407 North Montello Street. |
| Cappannari, Mary Lucy | Plymouth, 51 Water Street. |
| Carroll, Mildred Veronica | Fall River, 78 Park Street. |
| Chace, Ruth Edna | East Freetown. |
| Chadwick, Gladys Stanley | Fall River, 324 Fountain Street. |
| Chapman, Hazel | West Duxbury. |
| Chapman, Lucy Green | Holbrook, Elm Avenue. |
| Chatfield, Mildred Verna | West Bridgewater. |
| Cobb, Helen Bess | Brockton, 458 Forest Avenue. |
| Cohen, Mabel | New Bedford, 225 Mount Pleasant Street. |
| Comstock, Pearl Marie | Bridgewater, 245 Summer Street. |
| Connell, Florence Veronica ¹ | Cambridge, 369 Columbia Street. |
| Connors, Emma Cecilia | Fall River, 337 Hanover Street. |
| Conrod, Cecille Beatrice | East Mansfield, 889 East Street. |
| Cook, Florence Marguerite | Springfield, 46 Belvidere Avenue. |
| Cooper, Gwendolyn | Brockton, 258 West Elm Street. |
| Corliss, May Louise | Rockland, 50 Linden Park. |
| Coyle, Julia Frances | Quincy, 47 Merrymount Road. |
| Culliford, Hilda Aleda May | Bradford, 7 Vernon Street. |
| Cummings, Marjorie Genevieve | Dedham, 292 High Street. |
| Deveney, Anna Elfric | Taunton, 2 First Avenue. |
| Donahue, Anna Frances | North Abington, 296 North Avenue. |
| Drumm, Mary Gertrude | Dedham, 117 Cedar Street. |
| Dunn, Ellen Melissa | East Taunton, 25 Liberty Street. |
| Durfee, Inez Morrison | Fall River, 37 Lapham Street. |
| Eaton, Etta Frances | Middleborough, 7 Rock Street. |
| Eddy, Doris Cranston | Oak Bluffs. |
| Eldred, Cecelia Mercy | Quissett, Falmouth. |
| Fanning, Mary Catherine | Fall River, 662 Prospect Street. |
| Feinberg, Sadie | Marshfield. |
| Fiske, Lizzetta Fay | Attleboro, 8 Cambridge Street. |
| Fitton, Doris Elizabeth | Fall River, 44 Coral Street. |
| Flanagan, Mary Veronica | New Bedford, 43 Sagamore Street. |
| Francis, Lydia Pearl | New Bedford, 354 South Orchard Street. |
| Gibb, Jennie Maxwell | Quincy, 380 Washington Street. |
| Gibson, Edith Ingeborg | Quincy, 18 Bryant Place. |
| Gilgan, Grace Marie | Randolph, Howard Street. |
| Goodwin, Zelda Frances | East Raynham. |
| Grant, Elsie Louise | Brockton, 44 Camden Avenue. |
| Gray, Winifred | Tewksbury. |
| Hale, Mildred Lillian | Gloucester, 136 Bass Rocks. |
| Handy, Bertha Frances Eleanor | Falmouth. |
| Harrington, Helen Mary | Fall River, 306 Tremont Street. |
| Harrington, Marjorie | Everett, 163 Nichols Street. |
| Hinkley, Margaret Howard | Bridgewater. |
| Horgan, Katherine Frances | Quincy, 95 Independence Avenue. |
| Horner, Cicely Vanderveeke | Attleboro, 222 North Main Street. |
| Horrigan, Olive Katherine | Holyoke, 127 Chestnut Street. |
| Horton, Rhena Mason | Mansfield, 231 Spring Street. |

¹ Present first term.

| | |
|---|--|
| Hull, Reita | Nantucket, 19 West Chester Street. |
| Huntress, Helen Odiorne | West Newbury, Crane Neck Street. |
| Hutchinson, Lucy Isabel | Bridgewater. |
| Josselyn, Clara Bates | Bridgewater, 416 Main Street. |
| Keyes, Mary Constance | Holyoke, 255 Suffolk Street. |
| Lalanne, Rose Alida | Fall River, 417 Osborn Street. |
| Leavitt, Ruth Helen | Quincy, 70 Coddington Street. |
| Lindquist, Lavina Ingrid | Taunton, 72 Cedar Street. |
| Lynch, Catherine Cecilia | Fall River, 650 Cherry Street. |
| MacDonald, Julia Blake | Fall River, 483 Linden Street. |
| Mackey, Gertrude Marie | Holyoke, 56 Pine Street. |
| Martin, Mary Christine | Holyoke, 1 Bowers Street. |
| McAuliffe, Margaret Roberta | Randolph, Union Street. |
| McCubbin, Flora Elinith | North Andover, Main Street. |
| McDonald, Katherine Mary | New Bedford, 149 Bonney Street. |
| McDonald, Mary Alice | West Quincy, 108 Hall Place. |
| McElhiney, Alice Therese | Brockton, 58 Brett Street. |
| McGrath, Mary | Fall River, 328 Broadway. |
| Moher, Christina Isabelle | New Bedford, 189 Belleville Road. |
| Money, Lucy Abbie | Attleboro, 9 Beacon Street. |
| Murphy, Grace Agnes | Fall River, 690 South Main Street. |
| Murphy, Mary Josephine | Roxbury, 10 Forest Street. |
| Nash, Clarice | Plainville, 51 South Street. |
| Noyes, Margaret Beatrice | Lexington, 5 Tewksbury Street. |
| O'Brien, Gertrude Agnes | West Quincy, 129 Copeland Street. |
| O'Donnell, Annie Cecilia | Bridgewater, 400 High Street. |
| O'Donnell, Madeline Gertrude | Rockland, 32 Cliff Street. |
| Olsen, Esther | Wollaston, 70 Marlborough Street. |
| O'Neil, Mary Frances | Fall River, 1834 North Main Street. |
| Parker, Helena Morris | Melrose, 38 Otis Street. |
| Peterson, Florence Eunice | West Hanover; P. O., R. F. D., Rockland. |
| Phillips, Elizabeth Barker | West Hanover. |
| Piguet, Mary Elise | Sharon, 35 Billings Street. |
| Quinn, Loretta Frances | Fall River, 624 June Street. |
| Reynolds, Ruth Elsie | Quincy, 92 Glencoe Place. |
| Richmond, Bertha Snow | North Middleborough, Pleasant Street. |
| Riley, Hazel Ernine | New Bedford, 24 Pearl Street. |
| Riley, Madeline Irvin | Fall River, 335 President Avenue. |
| Ryan, Beatrice E. | Holyoke, 35 Pearl Street. |
| Ryan, Margaret Evelyn | Somerset, High Street. |
| Savage, Mary Louise | New Bedford, 297 Allen Street. |
| Scott, Inez Monroe | Hyde Park, 111 Arlington Street. |
| Searle, Mary Anne | Taunton, 109 Dean Street. |
| Shea, Loretta Dorothea | Holyoke, 236 Walnut Street. |
| Sheehan, Anna Mae | North Easton, Columbus Avenue. |
| Shurtleff, Mertice Byron | Fairhaven. |
| Shyne, Mary Agnes | Quincy, 53 Butler Road. |
| Smith, Lena May | Somerset, South Street. |
| Soule, Iva May | Brockton, 40 Glenwood Street. |
| Stewart, Georgianna Catherine | Quincy, 11 Branch Street. |
| Sutherland, Dora Frances | Bridgewater, 30 Bedford Street. |
| Tallman, Ethel Holcombe | Middleborough, 71 North Street. |
| Thomas, Eleanor Harlow | South Middleborough, Wareham Street. |
| Toye, Mary Genevieve | Lawrence, 226 Salem Street. |
| Twiss, Edythe Lenore | Three Rivers. |
| Varley, Florence May | Rehoboth; P. O., R. F. D., Attleboro. |
| Wallner, Isabelle | New Bedford, 180 Davis Street. |

| | |
|-------------------------------------|------------------------------------|
| Welch, Caroline | Taunton, 49 Plain Street. |
| Welsh, Cecelia Alethea | Malden, 22 Stearns Street. |
| Werme, Lillian Ingeborg | West Quincy, 67 Station Street. |
| West, Helen Agnes | Brookville. |
| Whelan, Angela Elizabeth | Fall River, 74 Almy Street. |
| Wherity, Mary Elizabeth | Hingham, Eldridge Court. |
| Whiting, Helen Bailey | North Hanover. |
| Wing, Mildred Eliot | Bridgewater, 107 Park Avenue. |
| Winslow, Esther Lillian | East Mansfield, 842 East Street. |
| Zarkofski, Josephine Lena | Montello, 515 North Quincy Street. |

Women, 133.

B. Intermediate Department.

FIRST-YEAR STUDENTS (CLASS ENTERING 1916).

| | |
|--|--|
| Carmichael, Donald Reviere | South Braintree, 5 Canal Street. |
| Casey, Leo Patrick | Fall River, 409 Middle Street. |
| Cleary, Harold Joseph | Bridgewater, 384 Oak Street. |
| Hollis, Ralph Cushing | Braintree, 22 Cleveland Avenue. |
| MacLeod, Glen W. | Norwood, 32 Maple Street. |
| Murphy, Joseph Maurice | Abington, 66 Progress Street. |
| Allen, Clarissa Alden | New Bedford, 613 County Street. |
| Anderson, Bernice Evelyn | Campello, 118 Leyden Street. |
| Bailey, Helen | South Duxbury, Chestnut Street. |
| Baker, Esther Reed | Wellfleet. |
| Bartlett, Katharine | Plymouth, 28 Allerton Street. |
| Braley, Nellie Chipman | Brockton, 73 Leavitt Street. |
| Burke, Mary Agnes | Rockland, 32 Bigelow Avenue. |
| Clarke, Verna Louise | Middleborough, Wareham Street. |
| Cote, Marie Helene | Brockton, 190 Winthrop Street. |
| Feely, Anna Marjorie | Avon, Robbins Street. |
| Flynn, Eleanor Mary | Brockton, 90 North Ash Street. |
| Fultz, Thelma Spear | Falmouth. |
| Gilman, Auralie | Whitman, 674 Bedford Street. |
| Gould, Mary Gertrude | Rockland, 1085 North Union Street. |
| Hackett, Beatrice Lavinia Ann | Brockton, 31 Wall Street. |
| Halnan, Dorothy Agnes | East Weymouth, 289 Middle Street. |
| Hennessey, Elizabeth Anna | East Bridgewater, 386 West Union Street. |
| Hirons, Alice Almeda | Attleboro, Tyler Street. |
| Holmes, Christine Porter | Plympton; P. O., Silver Lake. |
| Howard, Emily Stanley | West Newton, 284 Fuller Street. |
| Jones, Ruth Curtis | Bridgewater, 95 Park Avenue. |
| Kelleher, Mary Ellen | Brockton, 156 Auburn Street. |
| Smith, Beatrice Ella | East Bridgewater, Central Street. |
| Spillane, Marie Frances | Avon. |
| Sullivan, Mary | Brockton, 35 Florence Street. |
| Vaughan, Hazel Sabine | Taunton, 8 West Britannia Street. |
| Wadsworth, Lottie ¹ | Duxbury, Stetson Avenue. |
| Weldon, Marion Ruth | Brockton, 23 Hervey Street. |
| Woodward, Helen May | Auburndale, 106 Auburn Street. |

Men, 6; women, 29.

¹ Present first term.

SECOND-YEAR STUDENTS (CLASS ENTERING 1915).

| | |
|---|--|
| Barry, George Francis | South Boston, 596 East Fourth Street. |
| Barton, Richmond Sylvester | Brockton, 121 Belcher Avenue. |
| DuBois, Charles Alfred | Brookfield. |
| McDonough, Thomas Joseph | Fall River, 148 Oliver Street. |
| McIlwraith, John Nicol | Bridgewater, 210 North Street. |
| Ray, Carlon Weston | Campello, 124 Brookside Avenue. |
| Bradley, Mary Kathryn | Quincy, 49 Chestnut Street. |
| Elliott, Ruth Wilson | Campello, 44 Clifton Avenue. |
| Eno, Shirley Parker | New Bedford, 782 Kempton Street. |
| Foley, Zita Inez | Brockton, 475 North Montello Street. |
| Ford, Marion Gertrude | Whitman, 32 Park Avenue. |
| Göeres, Grace Murray | Avon, High Street. |
| Herrick, Esther Caroline ¹ | South Easton, Washington Street. |
| Holton, Sara Elisabeth | South Egremont, "The Parsonage." |
| Hosford, Dorothy Esther | Franklin, 14 Queen Street. |
| Johnston, Mae Stuart | Whitinsville, 5 Maple Street. |
| Leslie, Edith Gertrude | Brockton, 135 Winthrop Street. |
| Moore, Esther Wood | Whitman, 287 Temple Street. |
| Phillips, Elizabeth Barker | West Hanover. |
| Power, Mary Bernadette | Taunton, 602 Bay Street. |
| Riley, Mary Elizabeth | Randolph, South Main Street. |
| Spring, Margaret Whiting | Hingham; P. O., Rockland Street, North Cohasset. |
| Tiffany, Hilda Phoebe | Brockton, 93 High Street. |
| Underwood, Eleanor | Harwich. |
| Wadsworth, Priscilla Alden | North Middleborough. |
| Walmsley, Lena | Fall River, 1039 Plymouth Avenue. |
| Woodbury, Marion Ryder | Gloucester, 16 Butman Avenue. |

Men, 6; women, 21.

THIRD-YEAR STUDENTS (CLASS ENTERING 1914).

| | |
|--|-------------------------------------|
| Berman, Edward | Quincy, 98 Franklin Street. |
| Burke, Walter Maurice | Rockland, 32 Bigelow Avenue. |
| Crocker, Louis Winthrop | Waltham, 131 High Street. |
| Ransden, Richard Whitcomb ² | Westdale. |
| Sargent, Warren Russell | Merrimac. |
| Sheehan, John Joseph | Cambridge, 10 Harding Street. |
| Brown, Marion Elizabeth ¹ | Campello, 81 Copeland Street. |
| Burns, Lilly Beatrice | New Bedford, 260 Chestnut Street. |
| Coleman, Frances Anna | Nantucket, 34 Centre Street. |
| Collingwood, Elizabeth Rowe | Plymouth, 13 Vernon Street. |
| Day, Bertha Emilie | East Dedham, 26 Cedar Street. |
| Farnham, Marion Olive | Montello, 32 Wilder Street. |
| Foye, Lillian Rachel | Middleborough, 79 Summer Street. |
| Frazer, Mary Rachel | Plymouth, 28 Samoset Street. |
| Gooch, Helen Agnes | Whitman, 157 South Avenue. |
| Hamilton, Ruth Morse | Campello, 60 Tremont Street. |
| MacQuarrie, Lillian Elizabeth | North Scituate Beach; P. O., Minot. |
| Ouderkirk, Marjorie Ellison | Brockton, 52 Turner Street. |
| Scherzer, Anna Katharine | New Bedford, 147 Rounds Street. |
| Smith, Gladys Mae | Haverhill, 41 Woodmont Avenue. |
| Whelan, Elizabeth Harford | Campello, 91 North Leyden Street. |

Men, 6; women, 15.

¹ Present first term.² Died April 26, 1917.

C. Kindergarten-primary Department.

FIRST-YEAR STUDENTS (CLASS ENTERING 1916).

| | |
|-----------------------------------|-------------------------------------|
| Alexander, Grace Fuller | East Bridgewater. |
| Baker, Marion Loring | Whitman, 114 School Street. |
| Ferguson, Ruth Annie | Springfield, 111 Maplewood Terrace. |
| Macomber, Dorothy Sara | New Bedford, 29 Rounds Street. |
| Rice, Hazel | Boston, 279 Tremont Street. |
| Roberts, Lillian Mary | Fall River, 13 Buffington Street. |

Women, 6.

SECOND-YEAR STUDENTS (CLASS ENTERING 1915).

| | |
|---------------------------------------|-------------------------------------|
| Boyden, Lillian Ella | Brockton, 38 Oakdale Street. |
| Brown, Dorothy | Newburyport, 38 High Street. |
| Cooke, Millicent Bosworth | Attleboro, 54 Bank Street. |
| Doughty, Jennie Blanche | North Abington, 39 Winthrop Street. |
| Edgar, Helen Gertrude | Taunton, 126 Broadway. |
| King, Mildred Rosebelle | Springfield, 179 Westford Avenue. |
| Lydon, Rachel Louise | North Abington, 352 North Avenue. |
| McClatchey, Alice Louise | Attleboro, 261 North Main Street. |
| McSherry, Anna Mae Veronica | Montello, 14 Argyle Avenue. |
| Rice, Dorothy Carpenter | Bridgewater, 761 Auburn Street. |
| Shea, Mary | Brockton, 23 Mulberry Street. |
| Sutliff, Rita Elsie | Weymouth, 125 Summer Street. |
| White, Sally Nye | Acushnet. |

Women, 13.

THIRD-YEAR STUDENTS (CLASS ENTERING 1914).

| | |
|------------------------------------|--------------------------------|
| Eldridge, Mary Frances | Wareham. |
| Flynn, Susan Cecilia | Lawrence, 134 Prospect Street. |
| Fowle, Ruth Sawyer | Lexington, 20 Muzzey Street. |
| Norton, Dorothy Williams | Oak Bluffs. |

Women, 4.

D. Advanced Department.

FOURTH-YEAR STUDENTS (CLASS ENTERING 1913).

| | |
|---------------------------------------|---------------------------------|
| Mack, Alfred Russell | North Easton. |
| Mahoney, William Francis | Rockland, 209 Central Street. |
| Sutherland, William Charles | Bridgewater, 30 Bedford Street. |

Men, 3.

Summary.

| | Men. | Women. | Totals. |
|---|-------|--------|---------|
| Advanced students | 4 | 10 | 14 |
| Department A: — | | | |
| Class entering 1916 | — | 154 | 154 |
| Class entering 1915 | — | 133 | 133 |
| Department B: — | | | |
| Class entering 1916 | 6 | 29 | 35 |
| Class entering 1915 | 6 | 21 | 27 |
| Class entering 1914 | 6 | 15 | 21 |
| Department C: — | | | |
| Class entering 1916 | — | 6 | 6 |
| Class entering 1915 | — | 13 | 13 |
| Class entering 1914 | — | 4 | 4 |
| Department D: — | | | |
| Class entering 1913 | 3 | — | 3 |
| Total for the year | 25 | 385 | 410 |
| Admitted this year | 9 | 200 | 209 |
| Graduated, 1916 | 11 | 187 | 198 |
| Number receiving certificates for special courses | — | 6 | 6 |
| Whole number admitted from the beginning | 1,496 | 5,789 | 7,285 |
| Number who have received diplomas or certificates | 973 | 3,977 | 4,950 |
| Number graduated from the four-year course | 221 | 232 | 453 |
| Number enrolled in training school, 1916-1917 | 278 | 252 | 530 |

UNIVERSITY OF ILLINOIS-URBANA



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